

HSU Academic Department Reports - Art Program Prioritization

The departmental reports provide context for the academic programs administered by the department, and will be considered in conjunction with the program reports for final program ranking. This report is to be completed by September 30. Use 12-point Times New Roman with 1.5 line spacing.

I. Departmental History, Mission, and Goals

Art Department Mission and Vision Statement

The Art Department is a creative community of artists, historians, and educators dedicated to rigorous skill building, intellectual growth, and creative problem solving. We understand the importance of our task to educate the individuals who will shape the culture of our collective future. We recognize art as a potent and positive force for change in contemporary society. Our mission is to help students develop a strong creative and conceptual ability and technical foundation required of professionals in all their endeavors. We recognize the broader role of art in today's increasingly visual culture and it is our commitment to help students understand of the importance of the arts to the overall understanding of the human experience. Our graduates will be leaders in society with a unique and personal vision, a spirited curiosity, and knowledge of art's important connection to a rapidly changing world.

Art Department Goals

1. To develop perceptual and technical skills and teach basic fundamentals in a variety of media areas, providing a solid foundation for further study.
2. To encourage creative problem solving abilities and develop a unique and personal vision
3. To help students understand, compare, and appreciate the cultural production of diverse civilizations.
4. To teach students the vocabulary and language of visual analysis.
5. To prepare students with the information and tools needed for professional art careers.

In addition, provide a brief (2 page limit) overview of the departmental history with emphasis on the last 5 years.

Art Department History

As we look through the art department's archives, we came across a program review from 1994 that was submitted by Professor Jim Crawford. It was interesting to note that the Art Department's goals like then, are still grounded in the founding philosophy of the Department. Professor Crawford states, that our philosophy was "eloquently" put forth in the Program Review of 1974 by Professor Emeritus Reese Bullen. Those goals are similar to the 1990 Program Review submitted by Professor Emeritus Demetrios Mitsanas, as are the goals submitted in the program review of 1994 by Professor Jim Crawford, and the Program Review of 2003, submitted by Professor Betsy Boone. It seems fitting that thirty-four years later we are able to reaffirm the art departments mission and goals.

As stated in pervious program reviews, the department has remained committed to providing an intellectual and creative environment for our students with a sound sequential curriculum that builds on technical skill, creative problem solving and personal vision in order to prepare our students to become arts professionals and has continued a tradition and history of hiring and retaining the most qualified faculty with excellent professional records. As we read the previous program reviews, it was apparent that the financial difficulties that we face today were as much of a concern then as now, yet in spite of our challenges, our faculty and staff continues to remain a cohesive body with a relatively high morale in the face of diminishing resources.

The changes in the past five years are:

- Two years ago we hired a second photographer who specializes in digital photography, an important addition to the photography area. This hire was a retirement replacement.
- Within the past five years we lost five art historians, three art historians retired, and two left the area. We were only able to replace two fulltime tenure track positions and one part-time position.
- We lost our Visual Resource Librarian; the position was not replaced nor was the art department given any funds to digitize the slide library.

- The art department. like most HSU departments in the past five years. is experiencing a dramatic increase in retirements and faculty participating on the FERP program,
Currently
we have four faculty on FERP.

The Department has been successful in carrying out its mission and achieving its goals in the past five years even with the loss of faculty. However, we understand that curricular changes are necessary to improve the currency and effectiveness of our program that will require additional faculty. Some of the changes in the area of curriculum have been:

- The Graphic Design has a refreshed lab as of this year with current software to meet the needs of our students.
- Two new service learning course in the art education, 496B, & 496C Service Learning in Art Education was added to the curriculum for pre-service teachers.
- Reinstated the summer in Greece program that offers students 9 upper division art history and studio units.
- We were able to increase the much needed classroom space in the art department when Child Development moved into HGH. Honors classes were given studio space and students were moved out of a dangerous and outdated facility in House 87 and given studio space in the old slide library.
- Provided workshops in Applying to Graduate School, Art & Business and Professional Practices for Artists. Workshops in various computer applications such as Flash were provided. Developed several guest artist workshops.

II. Departmental Faculty and Staff

Art Dept Instructors -- AY Average Count of Appointments facpos_ART report generated: 22-FEB-08						
Appt Category	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Lecturer	12	10	9	8	8	11
Assist Prof	1	2	3	4	6	5
Assoc Prof	5	5	4	4	2	2
Professor	8	8	8	8	6	6
Volunteer	2	1	2	3	1	0
Total	27	25	25	26	23	23

Art AY average FTEF (time base totals) facpos_ART report generated: 22-FEB-08						
Appt Category	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Lecturer	7.66	5.91	5.49	4.29	5.35	6.58
Assist Prof	1.00	2.00	3.00	4.00	6.00	5.00
Assoc Prof	5.00	4.50	4.00	4.00	2.00	1.50
Professor	7.00	7.00	7.50	7.00	6.00	5.50
Volunteer	.16	.27	.27	.26	.02	.00
Total	20.82	19.68	20.26	19.55	19.37	18.58

Art department release/assigned time facpos_ART report generated: 22-FEB-08						
Assignment Description	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
New Preparations	.00	.00	.00	.00	.20	.00
In-serv Training for K-12 pers	.13	.00	.00	.00	.00	.00
Special Instr Programs	.00	.00	.11	.00	.00	.00
Instr Experimt Innov/Research	.10	.59	.59	.00	.00	.00
Instr-Related Services	.85	.13	.26	.20	.13	.24
Advising Responsibilities	.13	.26	.00	.00	.00	.00
Instr-Related Comm Assignmts	.13	.00	.10	.10	.00	.00
Accrediation Responsibilities	.00	.00	.00	.00	.13	.00
Dept Chair AY, Leaders/Dir.	.00	.00	.00	.00	.13	.00
Dept Chair - 12mo	.73	.73	.73	.73	.73	.73
Total	2.07	1.71	1.79	1.03	1.32	.97

Art Department Faculty and Staff

Last Name	Position	Description of Specialty and Key Contributions
ANTON, Don	Professor	Teaches Photography courses; outreach and EOP programs; leads annual student trip to NY galleries and museums;

ALDERSON, Julie	Assistant Professor	Teaches Art History Courses. Typically serves on one or more major faculty governance committees per year
BENTLEY, Jack	Director, First Street Gallery	Coordinates and manages First Street Gallery; grant writing; community outreach
BERKE, Joanne	CHAIR, Professor	Serves as 12-mo Department Chair; teaches Art Education.
CRAWFORD, James	FERP	Teaches Ceramics courses
DOJKA, Mimi	Lecturer	Teaches Art Education Courses; teacher mentor and student teacher supervisor in community; supervises Service Learning program
EVANS, Rick	ISA/Sculpture	Half time manager sculpture lab; maintains facility and equipment; supervises student lab assistants; safety manager
FRAZIER, Nancy	Lecturer/ISA	Teaches Ceramics courses; Half time manager ceramics lab; maintains facility and equipment; supervises student lab assistants; safety manager
HILL, Nicole Jean	Assistant Professor	Teaches Photography courses. Typically serves on one or more major faculty governance committees per year
HUNTER, Jeff	ISA/Jewelry	.20 manager of jewelry lab; maintains facility and equipment; supervises student lab assistants; safety manager
HUTCHINS, Vaughn	ISA/Photography	Half time manager of photography lab; assists in maintaining facility and equipment; assists in supervising student lab assistants; safety manager
DALSANT, Jennifer	Administrative Support Coordinator	Full time administrative support; staff supervision; personnel; scheduling; facilities; records; research
JOHNSON, Ron	Lecturer (Emeritus)	Developed and teaches DCG Native American Art course; 19th and 20th Century Art courses. Volunteers annually to teach workshop in Northwest Native American Art.
KNIGHT, Wayne	Assistant Professor	Teaches Graphic Design; Chairs Technology Committee; developed, maintains department website; designed dept. brochure and Powerpoint outreach program.
MADAR,	Assistant Professor	Teaches Art History Courses. Typically serves on one or more

Heather		major faculty governance committees per year
MCCALL-WALLACE, Michele	Lecturer	Part time instructor of Gallery and Museum Management Certificate program; coordinator of Reese Bullen Gallery -Juried Student Art show and 4 other exhibits annually; student scholarship/awards ceremony.
MORGAN, Sanderson	FERP	Teaches Drawing courses;
PATZLAFF, Kris	Associate Professor	Teaches Jewelry and Small Metals courses; maintains jewelry lab; Nat'l President, Society of North American Goldsmiths. Leads student trips to Yuma, Arizona, Annual Symposium & to San Francisco.
PRICE, Leslie	FERP	Teaches Painting; Leads student trip to SF Museums and galleries
SCHNEIDER, Keith	Professor	Teaches Ceramics courses; Typically serves on one or more major faculty governance committees per year; leads student trip to Davis, CA annual Ceramics conference;
SCHWETMAN, Sondra	Associate Professor	Teaches Sculpture courses; Typically serves on one or more major faculty governance committees per year; Serves on Faculty Senate
SCOTT, Mort	FERP	Teaches Sculpture courses; manages foundry operations
SLYE, Jennifer	Administrative Support Assistant	Half time administrative support: Budget and procurement
STANLEY, Teresa	Professor	Teaches Painting; coordinates Painting and Drawing areas; coordinates programs in Greece, Oaxaca; Typically serves on one or more major faculty governance committees per year
WACHTER, Mary Jean	Administrative Support Assistant	Half time administrative support: Payroll, faculty evaluations; front line receptionist
WHORF, Sarah	Assistant Professor	Teaches Printmaking; serves on Curriculum Committee; Typically serves on one or more major faculty governance committees per year

III. Recruitment and Retention

Describe any specific actions (other than HOP or similar standard efforts) the department has taken to recruit and/or retain students, particularly diversity students and/or students who are underrepresented in your discipline. What have been the results of those actions?

- Don Anton has worked with numerous high schools in Pico Rivera, Modesto and Syracuse presenting lectures on higher education to low income students. On campus he has worked with the Multicultural Center on a broad range of events. He also does Latino Peer-Mentoring and was the faculty advisor to MECHA for 16 years. Professor Anton spoke last year at “Si, Se Puede!” Student Art show and Mexican Independence Celebration.
- Formed a committee, Recruitment, Outreach and Retention (ROAR) that hosted a bowling night for students, faculty and staff.
- Hosted McKinleyville High School for tours and faculty talk.
- Developed an Alumni/Student Facebook page.
- Participated in “Higher Education Day” with more than 150 students visiting art department facilities.
- Art History Club hosted “Grad School Night” for art majors, with art faculty speakers.
- Faculty visited College of the Redwoods for an informational meeting presenting a powerpoint presentation about the art department highlighting our studios and student work.
- Faculty visited other community colleges to informally meet with students and distribute information about the department.
- Students and professors in the Jewelry and Small Metals area and in the Ceramic area participate in annual conferences. The Jewelry and Small metals participate in a conference in Yuma, AZ., and Ceramic in Davis, CA. At these conferences students present their work and showcase the art department.

All the faculty’s efforts in recruitment and retention are apparent in the high numbers of majors in the art department. As a faculty we are continually looking at other opportunities to engage and recruit students.

IV. Learning, Curriculum, and Assessment.

List the student learning outcomes for your academic programs. Then for each learning outcome that has been assessed, provide a summary paragraph that includes the methodology and results of the assessment.

Art Department Learning Outcomes

A. Studio Art

1. Students know perceptual and technical skills, and basic fundamentals in a variety of media and have depth of knowledge in one or more studio areas.
2. Students take art history and are familiar with the history of visual ideas, vocabulary and the language of visual analysis.
3. Students can utilize new technological advances where appropriate
4. Students have problem solving abilities, individual intuition, creativity and vision
5. Students know the importance of locating the functions of art in current and historical cultural contexts.
6. Students integrate knowledge gained in both studio and art history courses.

B. Art History

1. Students read and recognize different methods of interpretation within cultural and aesthetic contexts.
2. Students employ the vocabulary and language of visual analysis and utilize sound research methods.
3. Students can present ideas both orally and in a formal research format.
4. Students can demonstrate the relationship of art to other disciplines in the humanities, social sciences and sciences.

C. Art Education

1. Students are prepared to become arts educators in K-12 schools
2. Students demonstrate technical skills and knowledge to create artwork and teach different media areas.
3. Students are familiar with the history of visual ideas, vocabulary and language analysis.

4. Students are familiar with the history of art education and the contemporary research through text and journal readings.
5. Students understand discipline based pedagogies as well as postmodern theories for the study of art education.
6. Students integrate art criticism, studio production, art history, aesthetic discourse and multicultural issues in their lesson plans.
7. Students participate in art-based community and school based service learning experiences.
8. Students integrate knowledge gained in studio, art history and art ed courses.
9. Students actively participate in classroom dialogue and critiques.
10. Students learn new technology based ways of presenting curriculum and visual research.

Art Department Assessment Activities Report Year 1 (2006 – 2007)

The Art Department is considering this first year of the outcomes assessment process as a pilot year. We formed an assessment sub-committee and began the process of outcome identification for the three areas represented in the Art Department: Studio Art, Art History and Art Education. The first areas to be assessed were Sculpture (ART 109), Art History (ART 104C), and Art Education (ART 357C). We also began formulating rubrics for outcomes assessment. All three areas chose to assess written communication skills; with the specific outcomes listed below by area.

Courses Assessed:

Studio Art:

- 1) ART 109 Beginning Sculpture

Studio Art Goals:

5. Students know the importance of locating the function of art in current and historical contexts.
6. Students Use knowledge gained in both studio and art history courses.

Learning Outcomes Assessed:

5.2 Students can discuss their work and the work of others in terms of cultural contexts.

6.1 Students can discuss and see trends in their work and the work of others.

Assessment Tool:

The Museum/Gallery Review Assignment is an embedded assignment used in ART 109 and ART 346. This assignment asks students to visit a museum or art gallery and to examine, describe, compare and critique several works of art in a two - three page written format.

The students' had varying degrees of success with this assignment. This tool was somewhat successful in measuring the desired outcomes. It was discovered that more of an emphasis should be placed on visual arts and critical vocabulary. Perhaps, a vocabulary list for the students' reference and more classroom usage of critical language would be beneficial.

Art History:

2) ART 104C Medieval Art

Art History Goals:

2. Students can employ the tools of art history.

3. Students can present their ideas about art to others.

Learning Outcomes Assessed:

2.1. Students can analyze a work of art and compare it to others.

2.3. Students can employ the vocabulary and language of visual analysis.

3.1. Students can present information and ideas in a formal research paper.

Assessment Tool:

The formal analysis paper assignment is an embedded assignment used in

ART 103 and ART 104. This assignment asks students to perform a close visual analysis of a work of art of their choice that fits into the context of the class. The students had varying ranges of success with this assignment. The assignment was successful in demonstrating their ability to use correct art historical vocabulary and the tools of visual analysis. Students were provided with a vocabulary list prior to the assignment. An in class session that explicitly addressed the assignment will be added in the future.

Art Education:

3) ART 357C Curriculum and Development Through Art Education

Art Education Goals:

- 1) Students are prepared to become arts educators in K-12 schools
- 2) Students demonstrate technical skills and knowledge to create artwork and teach different media areas.

Learning Outcomes Assessed:

1. Students create a standards base unit plan to teach in an art classroom.
- 2) Students present their lesson plan to the class and give a demonstration of the technical skill they're teaching and show an example of the finished artwork.

Assessment Tool:

The Unit lesson Plan is an assignment that allows the student to develop a group of lesson based on a or on a theme and sequentially develops the lessons into a unit plan consisting of three lesson plans. The student gives a presentation of the unit plan and presents one lesson in the unit plan. The presentation includes the five components the California Visual and Performing Arts Frameworks. Within the lesson the student has five objectives, artistic perception, creative expression, historical and cultural context, aesthetic valuing and connection, relationship and application. The student presents a power point presentation of the historical or cultural context and gives a demonstration of the technique and shows the finish product.

The students' had great success with this assignment. The lesson plan is an important planning tool for thinking through a planning your goals for the lesson. By answering all the objectives the student is clear on their intent and have planned a step-by-step sequence. This tool is successful in measuring the desired outcomes.

Art Department Assessment Activities Report Year 2 (2007 – 2008)

This assessment is for Studio Art Outcome #4: Students have problem solving abilities, individual intuition, creativity and vision. The Assessment Committee members were Wayne Knight (graphic design), Keith Schneider (ceramics), Sondra Schwetman (sculpture), and Sarah Whorf (printmaking), Nicole Hill (photography) and Heather Madar (art history).

Process: The Area C faculty for the art department developed a rubric by committee. Participating faculty choose an assignment to assess, this semester we all chose to assess the last assignment of the semester. Each faculty member assessed the assignment using the rubric and documenting the student presentation using digital photography. At the beginning of the fall semester we gathered to view the assignments through projection, we discussed faculty results gained from the rubrics as a group. When disagreement arose we discussed reasoning and came to consensus. Copies of rubrics and CDs will be kept in the Departmental Office.

The assessment committee was in agreement about assessment scores provided by course instructors. We also discovered that our new rubric was fairly successful, however for the next cycle we have decided to reduce the number of criteria used.

Cumulative Assessment Percentages for Outcome #4

Excellent	50%
Good	37%
Satisfactory	9%
Unsatisfactory	2%

We decided to reduce the number of criteria used to judge student assignments because we found it difficult to assess the objective using all of our chosen criteria. The criteria seemed divergent.

We also discussed future objectives to be assessed and discovered that some changes to student assignments should be made. We felt that it would benefit the entire department to review Departmental objectives more often and double check assignments against the objectives. We also established a regular Departmental Assessment committee to meet on all assessment matters.