

Accelerated instructional Program Review Narrative Report

1. Laney College Art Department November 13, 2012

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2. Narrative Description of the Laney Art Department

The Arts bring value to Californians. The Arts are essential to a well-rounded education, stronger economies, cohesive communities, healthy lifestyles and a fulfilling quality of life.

California can claim more arts-related businesses and more people employed in the creative industries than any other state. The Arts are crucial to our educational system and after-school programs in a world where many jobs of the future will require increased creativity and critical thinking. And key parts of our state's economic profile are touched by the Arts. Just a few examples: the film, design, high tech, tourism and entertainment industries.

Individuals benefit from the Arts. Students acquire critical-thinking skills, focused discipline, and improved behavior with an education that includes the Arts. Homeowners realize increased property values based on architectural design. Memory-impaired adults recollect elements of their past through musical experience. Restaurateurs' business increases based on their facilities' proximity to performing arts organizations. Animators with training in visual arts are in higher demand than those without such background.

Statement from the California Council for the Arts website:
<http://www.cac.ca.gov/aboutus/whatisthecac.php>

The Laney Art Department provides a core foundation of art classes emphasizing materials, techniques, studio skills, knowledge of Art History, critical thinking and exposure to crosscultural aesthetic approaches.

We provide the broadest range of art courses offered by community colleges in the Bay Area.

- Art Practice (studio courses) in the areas of Ceramics (Wheel, Handbuilding, Glazing, Firing, Raku), Color Dynamics, Drawing, Environmental Art, Figure Drawing, Figure Sculpture, Multimedia Sculpture, Mural Arts, Painting (Acrylic, Oils, Watercolor), Portraiture, and Printmaking (Lithography, Intaglio, Lino-cut).
- Art History: lecture classes offered are Ancient – Modern Art, Asian and African American Art History, and Gallery Management.

Laney College students taking these courses come from diverse backgrounds and life experiences. Our classes include high school students (seniors); college age students seeking a career producing art and or teaching art; non-majors taking art classes to fulfill

requirements for transferring to a four year college, and others take art classes for personal fulfillment. We serve a large number of students with learning disabilities. Our student body is enriched by this diversity, and especially by ‘lifelong learners’ whose life experiences enhance the quality of experience for all students in our classes, acting as mentors for younger artists. The Art department program is active in the wider community of Oakland and Bay Area visual culture. Faculty and students engage the community by reaching out to community centers (Creative Growth, Richmond Art Center, The Crucible, Pro Arts/East Bay Open Studios). Laney students have many opportunities to exhibit their art work to the community, via the June Steingart Art Gallery, the Laney College Library, and Open Studios.

Principal aspects that contribute to the strength of the program of the Art Dept. are our state-of-the-art facilities, the college Art Gallery, and the diversity and expertise of the faculty. Faculty are award-winning professional artists actively working and exhibiting their fields; they have been honored by the City of Berkeley (Andree Singer Thompson), completed public art projects (Ray Patlan/Anna Vaughan), been awarded artist-in-residence (Susannah Israel), which enriches and inspires their teaching. In addition, the Laney Art program is the only College in the District offering Sculpture and traditional Printmaking classes. The Ceramics Department provides an exceptional program that offers students hands-on practical knowledge and operating the wide variety of kilns, wheels, mixers, spraybooth, glazemaking and equipment in the department.

The Laney College Art Department adheres to the mission, vision, and values adopted by the Peralta Community College Board of Trustees and Laney College. We provide a thorough art education program to students and strive to be a reliable resource to the community. As written in the Laney College Educational and Resource Plans (2001-2016) the mission of the Fine and Applied Arts Program, is to provide courses leading to the following:

- Associate of Arts Degree in Fine Art
- Associate of Arts Degree in Ceramics
- Transfer Degrees to Universities, including general requirements for AA degrees

Goals:

To have each student acquire the technical skills and experimental vocabulary necessary to complete an original visual work of art.

To enrich each student’s cultural awareness, within the community through the education, exploration and creation of visual art.

To help students develop a sense of self-confidence and respect for people of diverse backgrounds and the cultural aesthetics they bring to the Fine Arts.

Recommendations:

The Art Gallery needs a budget to provide quality exhibitions and pr/advertising. The Art building needs permanent and secure display cases in the hallway. The Art building needs better outside lighting for student safety. The Art Building needs more Custodial hours for proper cleanup in the classrooms.

The Art Department needs to have the successful classes that were cut in the program reinstated immediately when the economy allows.

3. Curriculum

The entire Art Department curriculum is effective. Each teacher has been instructed to review and update his/her specific curriculum area of expertise. We are making good progress in our current curriculum review process and will be finished by March 2013. With the current budget crisis, our plans for developing new courses has been placed on hold.

98% of the Art classes have SLO's in the current syllabi.

Recommendations:

Update remaining course outlines, finish curriculum review.

4. Instruction:

The Laney art faculty members approach teaching in diverse ways, though all studio classes involve a strong emphasis on technique. The core of our program is Art History in conjunction with Art Practice through comprehensive studio classes. Through the established curriculum, art faculty address the visual concepts of specific art disciplines as well as teach the technical aspects of producing projects. Through a learning experience based upon creative and critical thinking and its application, students are guided toward goals that foster competence within specific areas:

In the Eco-Arts class, the instructor has guest lecturers present information dealing with the ecology, and students are given assignments to create sculpture that reflects that guest's theme . In Sculpture classes, advanced students are asked to demonstrate their skill in a chosen medium of the class. This both gives the audience new information and also teaches the advanced student how to present information. In the Intermediate and Advanced Drawing classes students are asked to development individual and/or project specific Artist Statements and apply to Call for Entries or local venues to publicly exhibit their works. In the Ceramics department the new computerized kilns are used to teach students how to do their own firing. In the Printmaking department, the students use a computerized printer to create large images to add to their print possibilities.

All of the art classes use student learning outcomes (SLO's) to help measure the integrity and consistency of the program. Work reviews, assigned readings, film and slide presentations and critiques are held throughout each semester in our classes. There is emphasis on the vocabulary of art, criticism, the artist statement, documentation of work, and the theory of human creativity.

The scheduling of courses appears to meet the needs of the students well, as all the Art classes are consistently fully enrolled.

Many in the Art faculty are part-timers who teach at various colleges in the area. The department holds meetings to discuss the variety of teaching experiences. This helps the teachers learn new methods of instruction and allows the department to assess itself in relation to other Art departments. Student Faculty Evaluations provide a chance for students to comment on the effectiveness of the teacher and allows an in-class review of

the teacher by the evaluation team. This then provides feedback to the teacher which can be used to improve performance.

Enrollment in the Laney Art classes has consistently grown. In 2004-05 we had 1907 students taking Art classes. In 2005-06 we had 1942, in 2006-7 we had 2027. During the school year 2007-08 there were 2310 . And for 2008-09 we had 2549 students taking Art classes.

FTES / FTEF per year

Fall 2009 21.68 Fall 2010 22.72 Fall 2011 22.53

Recommendations:

1.Reinstate the successful classes that have been cut due to the budget problems with the state.

ART GALLERY MANAGEMENT	ART 223
ASIAN BRUSH PAINTING	ART 127
BASIC DESIGN	ART 41
HISTORY OF ASIAN ART	ART 5
HISTORY OF AFRICAN AMERICAN ART	ART 6
BEGINNING SCREEN PRINTING	ART 112

2. Reinstatement of the Saturday classes

All of the Saturday Art classes have been cut and reinstatement of those is a priority. The Saturday classes provide access to Art classes for people with full time jobs.

5.Student Success:

Describe student retention and program completion (degrees, certificates, persistence rates) trends in the department

- **STUDENT SUCCESS** F 2009 71% F 2010 78% F2010 79%
- Trend in Art Dept.data shows continuing improvement in Student Success rates each year. This exceeds the Laney College success rates for all 3 years.
- **STUDENT RETENTION** F 2009 80% F 2010 82% F 2011 84% Art Dept rates for Student retention show a definite improvement each year and exceed the institutional rates.

The ability of the Art Department to improve completion and retention in the classes, is greatly affected by the classes offered. **The Art Dept. needs to be able to reinstate the classes that have been cut during the past year.**

The key needs of students in the Art Dept. that affect their learning are quality teachers and equipment (in good repair). The teachers in the Art Dept. are of a very high quality, but relies on two fulltime and a small number of part-time faculty. The equipment ranges from very good to falling apart.

Recommendations:

- Reinstatement of cut classes, and faculty to teach them
- Increase the equipment repair or replacement budget.
- Safety is also a concern with outside lighting of the Art building being the biggest need
- Larger budget for equipment repair/replacement
- More outside lighting

6. Human and Physical Resources

Staff: Full time teachers-3 Part time-13 Full time assistant-1

There are classes in the Art Center building Monday through Friday. The classrooms are wonderful light filled spaces. The only disadvantage is that the skylights do not close and the blinds covering the many windows are in disrepair. This makes it very difficult to share powerpoint and or slide presentations effectively. The Art Department faculty and students would greatly benefit if the smart classroom located in the Art Center was available during some portion of all studio classes. The studio equipment e.g. easels, drawing benches, and tables are in a constant need of repair as time and student use take their toll. Our classroom environment is greatly stressed due to poor condition of the equipment, the lack of appropriate tools to clean up(soap and paper towels), and the poor condition of the classrooms in general(dirty floors, counter tops and sinks).

Each studio office in the Art Center building has a Mac computer for instructor use. These computers are a terrific asset but are all in need of important updates. It would be very useful if each of the offices also had a compatible printer for instructor use.

During the design of the building many important features were overlooked or omitted. One example is the need for a large propane tank or storage area for smaller tanks in the outdoor Raku area of the Ceramics Department. These tanks are needed for the outdoor Raku kiln.

Of special concern to the Art Department is support for the June Steingart Gallery (Laney Art Gallery). The gallery has been and continues to be a valuable community resource. It has been a cultural vehicle and forum for students and community artists alike to display their work. The gallery's management has been able to create outreach to art colleges, museums, and other arts organizations. This has helped initiate partnerships for our Art department. The face that the gallery presents to the outside world is the promise of the school's positive outcomes and its influence in the community. The gallery presents visual art in exhibitions. It presents projects centered on contemporary and environmental issues and those that are community based.

Recommendations:

The Art department statistics demonstrate how we continue to achieve excellent student success in very challenging times. The commitment of the adjunct faculty to the program

and students is essential to this strength. We feel it is imperative not to cut any more adjunct instructors at all, and to hire back the teachers whose classes have been cut.

- Budget for equipment repair
- Propane tank or storage area in the outdoor Raku area of the Ceramics Department
- Financial support for the Laney Art Gallery

7. Community Outreach and Articulation:

The Art Department has established relationships with various community organizations: Pro-Arts, Oakland Museum, Walnut Creek Civic Art Center, Metropolitan Transit Commission, Bart, Oakland Public Schools, and the Green Lining Institute, RECOLOGY Artist in Residence Program, Save the Bay, Creative Growth Art Center, The Oakland Zoo Educational Department, The City of Berkeley Addison Street Windows Gallery, Big Daddy's Complete Rejuvenating Community/Sculpture Garden, MetWest High School, Annual Bioneers Conference, and the Urban Institute of Homesteading.

From 2002 to 2009 the Laney College Art students participated in Pro Arts Gallery East Bay Open Studios. The Gallery offered our students a discounted rate to participate as a student group. The Laney Art Facilities were used as impromptu studio spaces for each participant. This event was for most participants their first opportunity to professionally exhibit their work. The event is very well advertised and brought in many viewers from all over the Bay Area. **Because of budget cuts our department has not been able to offer this opportunity to our students since 2009. We as a department are working on ways to bring this opportunity back in the very near future.**

Through the Art Gallery, students have been introduced to local community arts organizations where students have been granted internships. Printmaking exhibits of student work have been held at the Metropolitan Transit Commission Center, and La Pena Cultural Center. Partnering with local High Schools, the Art Department has taught Art History, Drawing and Eco-Arts to high school students. The Mural class has installed several murals in public locations both on and off campus. The Introduction to Mural Art 129 has been both an internal and community outreach function of the Laney Art Department since it has been offered. This combination of both historical and hands on mural art has taken students and others to search out new and innovative art forms from and in many diverse cultures, communities, politics. Within the context of a multitude of techniques and applications to public art murals have brought us a better understanding of how to work collaboratively, without losing our individual sensitivity. Not only have they decorated spaces of dark grey walls, but they have also made significant statements with respect to the environment, the human condition an creative exploration. These mural works instill pride and inspiration wherever they are created. As walls that speak the impact of the historical antecedents from caves to graffiti art is significant in that murals are mirrors reflecting our communities. The Introduction to Mural Art is a combination of disciplines that touches all aspects of our curriculum.

For Certificate / Degree Programs:

The Art department is interested in developing a Public Art degree or certificate that would involve collaboration with the Business, Welding, Wood Technology, and

Machine Technology departments. Students who pursue this degree/certificate would have the option to get trained and perhaps specialize in each or any of these CTE skills to compliment their skills and knowledge in public art in order to become working public artist in the community. This would provide a new link between the college and the community, with an emphasis on teaching students to create a portfolio, apply for public projects, secure funding, and carry out the projects. Courses are currently being brainstormed in all of the departments to contribute to the new program.

For Transfer Programs:

The Art Department is currently working on updating our curriculum to offer both a Studio Arts Transfer Degree and an Art History Transfer Degree in compliance with SB1440. The Art Department has a history of collaborating with the local art schools such as California College of the Arts, The Academy of Art, and San Francisco Art Institute. Events such as Undergraduate Preview Days are announced and students are encouraged to attend. Letters of Recommendations are written for qualified applicants who are trying to enter Art Departments or Art Schools.

For Instructional Programs:

All of the art faculty members are practicing artist/teachers who are conscientious about academic standards. Methods to ensure that curriculum responds to the needs of the constituencies it serves are:

- **Following Course Outlines:**

The department complies with following course outlines. It reviews syllabi to check for consistency and if the outline abides by educational standards. The department is aware of the importance of course content and of student learning objectives. All outlines include student learning outcomes.

- **Updating Course Outlines:**

When there are changes in articulation agreements, the department revises course outlines to reflect those changes. Course outlines are due to be finished updating by March, 2013.

- **Collaboration:**

Discussions take place between faculty who teach multiple sections within the same discipline. We mentor each other with regards to syllabi, number of tests, common expectations of students and how to instruct. Through the sharing of information and teaching techniques, faculty are able to respond effectively to the needs of students.

- **Recommendations:**

Finish course outline updates. Insure all classes required for the completion of new transfer degrees are offered at least once per year.

8. Facilities:

Faculty identified new and ongoing problems: *(see attached table, appended)*

- Sink plumbing in the areas of Printmaking and Painting has not been maintained or repaired because of staff limitations due to budget cuts.

- Custodial staffing has been cut such that floors in the Art Center classrooms are not being cleaned. This is also a safety issue.
- Priority for the use of the “Smart Classrooms” needs to be assigned to Art classes first before courses from other disciplines.

ADDITIONAL

At the time of this program review, deadline, we are encouraged by the overwhelmingly positive response to the proposed tax plan to fund education in California. Both the funds and clear mandate for support of educational goals are a great benefit to our communities. We have been planning for this possibility, and now additionally propose

- developing Continuing and Advanced Sections for Eco-art Matters: as a sequence from Art 141, 142, 143, through 144.
- adding Art 9: World History of Ceramics and Art 87: Ceramics Sculpture to the Fine Arts AA degree by cloning existing courses from Merritt College