COCONINO COMMUNITY COLLEGE

**Fine Arts**

**Program Review**

**2017**

Prepared by Alan Petersen
February 21, 2018

**2017-2018 VISUAL ARTS PROGRAM REVIEW**

**I. OVERVIEW**

The Associate of Fine Arts degree in Visual Arts is intended for transfer to a variety of bachelor's degrees in visual arts at all Arizona public universities, as well as for life-long learners seeking a solid foundation in studio art. The program gives students a strong foundation in visual composition and art history and prepares them to continue their education in drawing, painting, photography, ceramics, sculpture, or any number of design disciplines. Students completing this degree will transfer 60-64 credits to all Arizona public universities.

There isn’t anything unique that distinguishes this program from other similar programs in the state of Arizona. The visual arts program attempts to respond to community needs through direct conversation with existing students and community members.

The program has existed since 1991 and the last program review was submitted in 2012.

There is an advisory committee, though it does not advise on such matters as curriculum and scheduling. The purpose of the Arts Advisory Committee is to provide support in the promotion of the visual and performing arts within the Coconino Community College district and through its constituencies.

The committee’s goals include: providing support in the promotion of the CCC Fine Arts Department in an effort to reach out to our community and constituents as indicated in CCC’s Strategic Plan; to raise funds to support Fine Arts student scholarships, equipment and field trips; to host guest presenters; to select and purchase artwork for the permanent collection for display throughout the Coconino Community College district.

The committee’s products include: the production of Palette to Palate, the Fine Arts annual fundraiser, as well as other Fine Arts fundraising events; allocation and oversight for the use of Palette to Palate funds; recommendations to the Executive Vice President and/or Office of Institutional Advancement for the purchase of art for the CCC permanent collection; direction and leadership in developing cultural events hosted and/or sponsored by the Fine Arts Department; community outreach cultural programming and internal arts initiatives.

**A. Associate of Fine Arts Program Outcomes**

 Upon graduation students will:

* Possess drawing skills that include the ability to render forms in pictorial space using light and shade, describe variations in textures and surface qualities, and incorporate the Elements of Drawing in creating evocative images through the effective use of a variety of drawing media
* Possess composition skills in two and three-dimensional media that indicate their knowledge of, and ability to use effectively, basic design principles including, balance and tension, rhythm and repetition, contrast, emphasis and subordination, unity and variety
* Gain the ability to effectively use basic color schemes as well as the ability to use color as an expressive element
* Be able to discuss historical works of art in the context of the social and cultural climate they were created in and, if applicable, their significance in relationship to subsequent styles or movements in western art
* Gain the ability to analyze and critically evaluate the form and content of works of art

The program outcomes for the AFA in Visual Arts concisely reflect the faculty’s commitment to quality education as directed in Coconino Community College’s mission Statement -
*As a learning-centered college, we enrich lives by embracing diversity and transforming the future through quality education.*

**B. Decision Making**

Decision making with in the program area is generally conducted through communication with faculty members in consultation with the dean. Aside from AZtransfer there are no outside agencies that inform program decisions. Decisions may also be made with respect to curriculum, scheduling, budgeting, and extra-curricular activities at regular department meetings held at the beginning of each semester, or as required.

**C. Fine Arts Accomplishments Supporting the College’s Strategic Plan**

Instructors in the Fine Arts Program directly support 3 of the strategic goals in the 2016 – 2020 Strategic Plan.

* Goal 1: *CCC will provide learners educational opportunities that are accessible and affordable, while also being economically feasible for the college.
2. Expand and enhance scholarship and financial aid opportunities to increase access for students*

The Fine Arts Program presents an annual fundraising event, Palette to Palate. Each year in April the College welcomes around 250 local art supporters. Palette to Palate was started in 2003 by Alan and Catherine Petersen in order to provide additional support for the art department. Funds raised at the event are used to fund studio equipment, student travel, to purchase art work for the campuses, and for scholarships for art students. The scholarship account is currently endowed at $40,000. Two scholarships of $1,500 are awarded to Fine Arts students each year.

* Goal 2: *CCC will promote a learner-centered environment that incorporates innovative strategies and support structures intended to reduce student attrition and increase retention.*

*3. Implement "Intrusive Academic Advising Practices" and continued implementation*

*of new Advising Model/Strategies*

*4. Evaluate and enhance distance learning modalities to increase student success*

Fine Art faculty submit Starfish progress reports to aid advisors in supporting students. Instructors teaching online regularly revise and update their online materials. ART 100 Art Appreciation and ART 202 Art History II were updated in 2015.

* Goal 3: *CCC will empower students to achieve their individual learning goals and implement strategies to increase certificate and degree completion rates.*
Although there isn’t a specific pertinent objective, due to the nature of the courses taught, faculty work intensively with students to help them achieve their learning goals. This is the nature of art instruction and generally, our students are very happy with this.

**D. Student Demographics**

For detailed demographic information on Fine Arts students see Appendix A: Student Demographics 2012 - 2017.

**II. TEACHING AND LEARNING**

1. **Program Requirements and Course Offerings**

**Degrees and Certificates**
Since the last program review in 2012, no changes have been made to the degree outcomes, which faculty believe lead to a quality foundation in art education for our students.
For a map of Visual Arts AFA Program Outcomes and related General Education curriculum map see Appendix B: Visual Arts AFA Program Outcomes Mapping.

**Course Offerings**
As can be seen in Appendix C: 2012-2017 Complete List of Number of Students by Major in ART Courses, Students from a wide range of other majors at CCC enroll in Fine Art courses, many for Arizona General Education Core (AGEC) requirements.

Most courses within the Fine Arts Program are offered in person. At this time, ART 100 (Art Appreciation), ART 201 (Art History 1), and ART 202 (Art History 2) are offered both in person as well as online. For a program course list with descriptions, frequency, and modality see Appendix D: ART Courses, Modality and Frequency

**Enrollment and Student Success**

When considering student success, it can be seen that in general Fine Art students do very well in their courses. Most courses have a success rate well above 85%. A notable exception are the two art history survey courses, ART 201 and ART 202, at an average of 66% and 67%, respectively. One explanation for this may be the generally poor critical thinking skills that are capture in recent assessment projects. See G. Student Learning and Assessment. Art history is a particularly rigorous discipline and many lower division students today have developing study habits that don’t lend themselves to adequate preparation for writing assignments and exams. We do try to ameliorate this condition, and ultimately it is up to the student.

For enrollment data and student success rates, see Appendix E: 2012 – 2016 Course Enrollment and Success Rates.

**Licensure/Certifications of Students**

This degree program is not responsible for any additional credentials

1. **Curriculum**

For a complete program outline see Appendix G: Visual Arts (AFA Degree) Degree Description

Course outlines are reviewed and updated approximately every five years or more often as required. Since 2012 the degree capstone course, ART290 Art Practicum, has been retired and much of that curriculum incorporated into ART111 Drawing II and ART 165 Three-Dimensional Design. ART111 Drawing II and ART210 Figure Drawing were added as degree core classes. ART 212 Figure Drawing II has been added to the list of elective courses.

Retiring ART290, the degree capstone course was a significant disservice for students who plan to continue to a four-year university. Adding the two drawing course as degree core classes is good as it gives students a solid foundation in drawing, an essential skill.

Aside from those noted above and regular review and revision as needed, there have been no additional curriculum changes. At this time, there are no pending curriculum changes. For a listing of curriculum changes made in the past five years see Appendix F: Curriculum Changes.

1. **Articulation**

A Fine Arts faculty representative attends the Arizona Art Articulation Task Force meeting each fall. Aside from assigning SUN course numbers, there have been no recent changes in transferable courses.

 Of thirty-one courses in the Fine Arts program, twenty-six (84%) transfer to all three Arizona universities as an equivalent course or as a departmental elective. Seven courses (16%) transfer to two out of three universities only as general electives or are non-transferable. Two of these (ART 279 and ART 289) do transfer as equivalent courses to two of three universities, and only one (ART 298) transfers as a general elective to one university and does not transfer to the other two. ART 298, Special Topics, is not designed for transfer and is used for workshop-type courses that are initiated by instructors, often at the request of students seeking instruction on topics outside of the regular curriculum.

In the early years of AZTransfer it was a challenge to bring CCC’s art curriculum in alignment with that of all three universities because each university’s curriculum is distinct.
See Appendix H: Arizona Transfer Course Equivalency Guide for CCC Visual Art Courses

1. **Accreditation**

The Fine Arts Program is not accredited by any programmatic accrediting agencies.

1. **Teaching Loads and Position Descriptions**

The Fine Arts department has always heavily depended on part-time faculty members to teach the majority of courses. Since Ellen Tibbetts retired several years ago, that position within the department was never refilled leaving only one full-time faculty member. As a result, since 2012 the ratio of full-time to part-time faculty has averaged 1:17.
See Appendix I: ART Faculty Statistics

**Full-time Faculty**In addition to responsibility for teaching courses, developing curricula, and assessing learning outcomes in the assigned discipline, full-time faculty at CCC are also responsible for providing assistance and academic advising to students outside of regularly scheduled class time. Teaching assignments may include alternative delivery methods including web and ITV, day, evening and weekend classes, and at multiple sites.
Full-time faculty members teach thirty load hours per academic year.
For a complete position description see Appendix J: Full-time Faculty Job Description and Responsibilities.

**Part-time Faulty**
Part-time faculty teaching assignments may include alternative delivery methods, day, evening, and weekend classes, and may be at multiple sites. Part-time faculty positions are temporary, non-benefits eligible positions determined on a semester to semester basis.
Part-time faculty members typically teach up to eighteen load hours per academic year.
For a complete position description see Appendix K: Part-time Faculty Job Description and Responsibilities.

1. **Faculty Accomplishments and Credentials**

According to CCC procedure 308-01, following guidelines established by the Higher Learning Commission, in order to teach visual art courses a Master's degree in the field or Bachelor's degree and a combination of documented education and work experience to prove mastery in the subject area being taught is required.
For details see Appendix L: ART Faculty Credentials 2012-2017

|  |
| --- |
| **Fine Art Faculty Specialization, Honors and Accomplishments** |
| Hope Barnett, Ceramics. BFA, MA |
| Joe Cornett, Photography. BFA, MFA |
| Maureen Costa, Sculpture. BFA, MFA2014Oakland Community College, Farmington Hills, MI: From Our Perspective: A National Women’s Art Exhibition: Awarded BEST OF SHOWEd Moulthrop Fellowship, Arizona State University, Tempe, Arizona |
| Elaine Dillingham, Drawing and painting. BACCC Part-Time Faculty of the Year 2016Represented by Arizona Handmade / Fire on the Mountain Gallery, Signature Member Northern Arizona Watercolor SocietyCreated two new short-duration summer art courses: Watermedia on Paper and Intro to Figure Painting, artwork in private collections.  |
| Don Fethkenher, Ceramics. BFA |
| Jeremy Gemetta, Digital art, photography. BS, MFA |
| Trace Glau, Three-dimensional design. BFA, M.EdViola Awards Nominee 2009 |
| Rena Hamilton, Ceramics. BFA, MA |
| Pat Natseway. BFA, MA |
| Alan Petersen, Art history, drawing and painting. BFA, MACCC Full-time Faculty of the Year, 2000 and 20162014 Viola Award for Leadership in the ArtsNumerous awards and honorsCurator of Fine Art at the Museum of Northern ArizonaCurrently working on monographs on Phoenix painter Merrill Mahaffey, and Swedish-American painter Gunnar WidforssDeveloped CCC’s first online course in 1997, ART 201 (Art History I) |
| Catherine Petersen, Art history. BA, MAFormer librarian at Crystal Bridges Museum of American Art in Bentonville ArkansasDeveloped CCC’s second online course in 1998, ART 202 (Art History II) |
| Jeff Roth, Painting. MFA |
| Ben Roti, Ceramics. BFA |
| Jim Schroeder, Painting. BFA |
| Barbara Sheeley, Drawing. BFA, M.EdNomination for part-time faculty of the year at CCC |

1. **Student Learning Assessment**

**Types of assessment**Faculty in the Fine Arts department have consistently complied with all requests to collect and report assessment data on class and program levels. Prior to the 2015 retirement of the Associate of Fine Arts capstone course, ART290, portfolios were effectively used to assess the learning of students who were graduating. The portfolio required work from at least four courses and addressed all of the program outcomes. No data seems to be available for the period 2012 – 2015 but anecdotally, students performed very well and always met the outcomes.

**Course level assessment**

**Fall 2016**In two critical thinking assessments conducted in ART 201, 65% and then 47% of 19 students met the desired outcome.

**Spring 2017**In the spring of 2017 course level assessment was conducted to measure critical thinking in ART100, ART 201, and ART 202.

In ART 202, 47% of 15 students met the outcome which was measured as an essay question on the final exam.

In ART 201, 29% of 17 students met the outcome which was measured as an essay question on the final exam.

In ART 202, 28% of 32 students met the outcome which was measured as an essay question on the final exam.

**Fall 2017**

In ART 100, 80% of 25 students met the outcome which was measured as an assignment that was initiated as a group project in class. It turned out to be both a successful project and tool.

**Observations**
In general, students appear to be challenged by critical thinking problems, despite the emphasis placed on conveying the course material that was referred to in the critical thinking assessments. I believe that this weakness is the result of generally poor critical thinking skills across our student body, coupled with poor study habits.

On the other hand, course success evaluation reveals that, in general, students readily meet the course success standards established at CCC. It is interesting to note that two of the courses in which the critical thinking assessments were conducted (Art 201, ART 202) course success rates are among the lowest across the discipline.

Based on the poor critical thinking assessment results, it seems that it would be worthwhile to explicitly emphasize critical thinking skills in ART 201 and ART 202 while discussing course content. During the fall 2018 semester greater attention has been paid to developing and refining critical thinking skills in ART 201 and CPS 100.

Further information will be found in Appendix M: Assessment Results and Appendix Q, Assessment Instruments.

**III. FACILITIES AND RESOURCES**

Students and faculty in CCC’s Fine Art Program are fortunate to have two outstanding studios for their use. The studios are large, well lit, and well equipped, and contribute significantly to the program’s overall student success. We have also equipped and optimized room 528 for teaching Art History, Art Appreciation, Music History and Appreciation and Theater Appreciation with three LCD projectors and a good audio system.

Since the 2012 program review, the ceramics studio was significantly upgraded and expanded. It was expanded into what was previously the photography darkroom. New equipment was purchased with the assistance of funds raised at Palette to Palate. Safety enhancements were also included as part of the studio renovation and expansion.

The drawing and painting studio was also recently updated with the installation of an LED track lighting system and blackout blinds. The blinds and track lighting system have dramatically improved the ability of instructors to finely control lighting for class projects where lighting is critical. The track lighting and blackout blinds were purchased with funds raised at Palette to Palate. Also, a first aid kit was installed in 2017.

1. As mentioned above, the two art studios are well equipped and this contributes significantly to the success of our students, as well as making the studios safe and pleasant places to work. Since the 2012 program review the department has purchased a new large gas kiln, a new electric kiln, and a pug mill for the ceramics studio
2. The College does charge differential tuition on ART studio courses in order to purchase materials and equipment, and to pay for the natural gas used by the ceramic kilns. In the 2016-2017 academic year, $26, 385 were collected from fees generated from differential tuition.
For financial details from 2012 – 2017 see Appendix N: Visual Arts Enrollment, Tuition, Fees.
For a typical program budget see Appendix O: Fine Arts Budget.

**IV. ANALYSIS AND REFLECTION**

1. **Internal Strengths**

Faculty - The visual arts faculty is made up of professional artists, with degrees in their disciplines, who are dedicated to serving students. With the low student to faculty ratio and comparatively small class sizes, instructors can form relationships with their students that allow for individual attention and growth to occur. This is particularly nice for first-time, first-generation, and non-traditional students. There is a high degree of respect among the faculty for their colleagues. Faculty members are instrumental in helping to facilitate extra-curricular activities such as field trips to Phoenix museums, student art exhibitions, visiting artists and with workshops for ceramics students, and Palette to Palate.

Curriculum - The visual arts curriculum is comprehensive and well-conceived giving students a solid foundation to go on to other programs if they wish or to begin their artistic profession.

Facilities – As previously discussed, the classrooms and studios are attractive, well-equipped, functional, and pleasant places to work.

1. Internal Weaknesses

Staffing
Having only one full-time faculty member makes it impossible to accomplish the many things that contribute to a strong visual art program, such as mounting art exhibitions and events. Part-time faculty often have other full-time jobs making it hard for them to help with extra-curricular events and they are not compensated for such work. Cutting funding for the arts presenter position in 2009 has made this situation more difficult, which is unfortunate because the visual arts can provide excellent opportunities as a marketing vehicle and community outreach in general.

Department Chairs
With the decision to no longer have department chairs part of the College’s academic administration, fine arts students lost a vital source for information, advising, and in particular advocacy. Fine arts is no longer a department ̶ it is an instructional area with approximately eight part-time faculty and one full-time faculty member. In addition to the loss of a discipline knowledgeable advocate and leader, it has become increasingly challenging to schedule extra-curricular events such as art exhibitions and field trips that are so essential in the arts.

Marketing
A few years ago, a decision was made to no longer produce and mail a class schedule. While the purposes for discontinuing a printed class schedule were understandable, including timeliness of the class information and production costs, marketing for art classes has disappeared. The inability to identify class times and instructors limits information available to community life-long learners, many of whom find the online class schedule cumbersome to use. The decreasing number of older, non-traditional, students since 2012 may be seen in Appendix A: Student Demographics.

Scheduling
The strict adherence to the need to have a minimum enrollment of 12 students in every class to ensure full pay for part-time faculty limits scheduling classes that would better serve our students and community. Since Art Appreciation and Art History classes are frequently full to capacity, it seems a small concession to be able to offer additional sections of courses that interest different segments of our population. For example, courses that are required for the AFA degree should be scheduled alternatively in the evening as well as during the daytime. It seems only reasonable that if part-time faculty are declined full pay for classes that have fewer than 12 students they should be paid an additional amount for classes that are full beyond their stated capacity.

Feedback from a part-time art instructor - *I am reasonably satisfied with the art studio teaching opportunities here at CCC. My unhappiness is with teaching for the community college in general. Specifically, the plight of part-time faculty not being able to know semester to semester if they will have employment, and even if they do, will they take a cut in pay due to fewer than 12 students enrolled? It's a two-tier system here: the full-time people and the part-time people. For the part-time people, no matter how many years and how much dedication, working at CCC is not a career. It's a tenuous gig.*

**Discipline Specific Professional Development**It would be desirable to provide discipline specific professional development for part-time art faculty rather than the general types of sessions offered on CCC’s Professional Development Days.

**Community Relations**
Despite the great support shown by the Public Relations and Publications Coordinator Larry Hendrix, there is still scant recognition by College administration of the value that the arts could play in promoting a positive public image of the College and as a vehicle for outreach to the community.

1. **External Opportunities**

Having one full-time faculty member, coupled with limited funding, severely limits prospects for taking advantage of any external opportunities that may present themselves.

1. **External Challenges**

Among the challenges facing the Fine Arts program at CCC are continuingly decreasing state funding for the College. Other local challenges facing the program are workshops offered at the Coconino Center for the Arts and by the Artists’ Coalition of Flagstaff.

1. **Challenges to Students**

College students today face many challenges, primarily those pertaining to the costs for tuition and fees, the high cost of textbooks, and for art students in particular, the high cost of art supplies.

CCC’s Fine Arts students face an additional internal challenge, that of advising. Since approximately 2010, faculty advising for students has essentially come to an end with inexperienced staff hired to serve this vital academic function. Advising for art students is unique in many ways based on the wide range of fields or occupations that students may be interested in pursuing. With the end of faculty advising, students are no longer able to access faculty for advising who have extensive experience in, and knowledge of, the wide range of options for students who would like to go into an art or design field.

Specific challenges as a result of non-discipline specific advising include students who are taking classes out of sequence. In the spring of 2017 a student who was *graduating* that semester was enrolled in ART 110 Drawing 1, which is the prerequisite and foundation for all other art studio courses. In that same class, in addition to that particular student, seven others in the class described how they had been told by CCC advisors to “focus on completing their general education courses at CCC and they can complete their art degree at NAU.” CCC art faculty have heard this same phrase from numerous other students.

Substantiating this advice is the fact that since the inception of the CCC2NAU program in 2009, and a peak of 138 students who declared Fine Arts as their major in 2011-2012, the number of Fine Art majors has steadily declined with only 37 currently declared. This is a 73% decrease. See Appendix P: ART Majors and Degree Awards

This decline in declared Fine Art majors is further substantiated anecdotally in conversations with students. Many who are planning to go on to study studio art, illustration, digital media, and various design disciplines have been advised to declare their major as General Studies. Instead, they should be highly encouraged to declare their major as Fine Arts as the CCC degree includes classes that are prerequisites for, and fundamental, to all of these fields.

**F. 2012 Program Review Recommendations**

**1. Re-establish programs that better serve the communities interests (workshops and evening painting classes)**

During the summer of 2017 part-time faculty members Elaine Dillingham and Barbara Sheeley, offered four 1 credit-hour short courses (Watermedia on Paper, Introduction to Figure Painting, Figure Drawing, and Printmaking). The courses were not well marketed and as a result two of the classes were completed while two were cancelled due to low enrollment. Regardless, it was admirable that the two part-time faculty initiated the courses with no direction from College leadership. Aside from this self-initiated effort, thus far there has been no effort to re-introduce non-credit art workshops for community life-long learners who so enjoyed them.

**2. Hire another full-time faculty member.**

No action taken.

**3. Improve basic scholastic skills, reading writing, critical thinking.**

Since 2012 we have sought to provide better support for students with respect to writing and critical thinking skills. Some faculty provide handouts for writing assistance. With the emphasis on assessing critical thinking skills for general education there has been increased emphasis on fostering those skills in the classroom and assessing the outcomes.

**4. Work more closely with Marketing and Public Relations department to promote department programs and activities.**
This has improved to a great extent following the hiring of Larry Hendrix as the Public Relations and Publications Coordinator. Larry often reaches out seeking stories about our students and programs and is very supportive. Still, there is little recognition of the value that the arts can play in promoting a positive image of the College and as a strong vehicle for outreach to the community.

1. **Recommendations**
2. **Five Year Plan**

It would be nice to imagine that over the next five years CCC’s Fine Arts program will again be a vibrant and thriving program that prepares students for transfer to four-year institutions following their graduation from CCC. It would also be nice to imagine that our beautiful studios welcomed life-long learners from our community for self-enrichment, and barriers for non-degree seeking students were relaxed to encourage greater enrollment from this important demographic group.

The fact is that, this may very well not be our future. In the four-year period from 2012 to 2016 enrollment in Fine Arts courses dropped 24%. In the period 2012 – 2018 the number of students majoring in Fine Arts declined an astounding 73%. With the above-mentioned challenges with advising our art majors may continue to declare as general studies majors. Without a detailed class schedule the ability to market our courses, workshops, and any specialized classes that we may wish to offer is curtailed and reaching life-long learners is limited.

In five years, the fine arts program may be serving only students who seek Arts and Humanities courses for their general education block.

1. **Action Plan/Recommendations**
2. **Hire an additional full-time faculty member**
Anticipated date of completion: May 1, 2019
Cost: $49,088 plus benefits
Benefits: Having an additional full-time faculty member for Fine Art students to work with would help create a greater sense of community and stability within our discipline. It would give students an additional mentor who they can work with and seek out through their time at CCC.
Additionally, as ceramics classes are such a big part of our program it would be highly desirable to replace the position vacated by Ellen Tibbetts several years ago, which was never re-filled. It would be desirable to have a full-time ceramics instructor who can provide oversight and guidance for the ceramics studio and the specialized equipment used there.
3. **Improve advising for Fine Arts students**
Anticipated date of completion: unknown
Cost: Unknown
Benefits: Improved course advising with better completion times and rates for students seeking to go into the arts or design fields. More important though, improved advising would give students a broader perspective on the range of occupations available for artists and designers.
4. **Improve marketing for Fine Art classes and events**
Anticipated date of completion: unknown
Cost: Unknown
Benefits: A significant proportion of students in Fine Art classes used to be non-traditional, life-long learners from our community who enjoyed taking courses at CCC. At least two factors contributed to decreasing enrollment by such students. First, was the end of the non-credit workshops that we used to offer *very* successfully. Second, was the decision to no longer print and mail a semester class schedule.

Non-credit workshops served an important role in marketing by introducing life-long learners to our program and instructors. The printed class schedule reached thousands of members of our constituency. It was an easy to use document. Most important for Fine Arts was that the schedule included instructors’ names and detailed class notes. None of this information is available in the mailer of class listings and potential students often consider the instructor to be an important part of their decision to take a class, or not. Older life-long learners do not like trying to peruse our online Banner class schedule. It is not an effective marketing vehicle. This has been related many times to art faculty members.

1. **Streamline registration for non-degree seeking students**Anticipated date of completion: Fall 2018
Cost: Unknown
Benefits: Another serious roadblock for life-long learners seeking to take art classes at CCC is the insistence in the registration process that they declare a major, see an advisor, and provide transcripts of their prior education, even though those records could be forty years old. Anecdotally, many life-long learners have related how they have not completed registering for an art class at CCC because of this significant inconvenience.
Currently, Registration is looking at purchasing a new software module that will create a streamlined registration process for non-degree seeking students. This will be a major improvement if implemented.

Status update

Last reviewed date

**APPENDICES**

**APPENDIX A: ART Student Demographics 2012-2017**

Average number of students by major in ART courses

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **MAJOR** | **2012-2013** | **2013-2014** | **2014-2015** | **2015-2016** | **2016-2017** | **AVERAGE** | **Grand Total** |
| GST1 - AA-General Studies | 148 | 171 | 208 | 211 | 257 | 199.0 | 995 |
| NSDC - Not Seeking Degree/Cert | 229 | 165 | 113 | 107 | 123 | 147.4 | 737 |
| FAV1 - AFA-Visual Arts | 139 | 129 | 139 | 135 | 141 | 136.6 | 683 |
| GST2 - AS-General Studies | 41 | 48 | 36 | 37 | 48 | 42.0 | 210 |
| AGA7 - CertComp-AGEC-A | 49 | 24 | 45 | 38 | 34 | 38.0 | 190 |
| PHC3 - AAS-Pre Health Careers | 13 | 32 | 40 | 39 | 32 | 31.2 | 156 |
| NOC2 - Undecided | 74 | 30 | 9 | 9 | 18 | 28.0 | 140 |
| CSF3 - AAS-Computer Software Tech | 30 | 25 | 35 | 18 | 11 | 23.8 | 119 |
| PSY1 - AA-Psychology | 24 | 36 | 21 | 17 | 19 | 23.4 | 117 |
| BUS7 - AA-Business | 12 | 20 | 31 | 21 | 20 | 20.8 | 104 |
| ALL OTHERS - 58 Degrees & Certs | 273 | 217 | 186 | 153 | 109 | 226.2 | 938 |
| **Grand Total** | **1032** | **897** | **863** | **785** | **812** | **916.4** | **4389** |

Average age of students in ART courses

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **2012-2013** | **2013-2014** | **2014-2015** | **2015-2016** | **2016-2017** | **AVERAGE** | **Grand Total** |
| 0 - 17 | 195 | 129 | 104 | 60 | 63 | 110.2 | 551 |
| 18 - 19 | 166 | 198 | 212 | 195 | 187 | 191.6 | 958 |
| 20 - 21 | 182 | 151 | 144 | 152 | 183 | 162.4 | 812 |
| 22 - 24 | 94 | 111 | 102 | 116 | 112 | 107 | 535 |
| 25 - 29 | 112 | 87 | 98 | 79 | 68 | 88.8 | 444 |
| 30 - 34 | 54 | 41 | 33 | 47 | 57 | 46.4 | 232 |
| 35 - 39 | 30 | 21 | 19 | 26 | 27 | 24.6 | 123 |
| 40 - 49 | 66 | 57 | 46 | 23 | 28 | 44 | 220 |
| 50 - 64 | 88 | 82 | 70 | 52 | 44 | 67.2 | 336 |
| 65 and older | 44 | 20 | 35 | 35 | 43 | 35.4 | 177 |
| Unreported | 1 |   |   |   |   | 1 | 1 |

Gender of students in ART courses

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **2012-2013** | **2013-2014** | **2014-2015** | **2015-2016** | **2016-2017** | **Grand Total** |
| Female | 590 | 507 | 463 | 418 | 455 | 2433 |
| Male | 442 | 383 | 394 | 357 | 349 | 1925 |
| Unreported |   | 7 | 6 | 10 | 8 | 31 |
| **Grand Total** | **1032** | **897** | **863** | **785** | **812** | **4389** |

Average ethnicity of students in ART courses

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **2012-2013** | **2013-2014** | **2014-2015** | **2015-2016** | **2016-2017** | **AVERAGE** | **Grand Total** |
| 2 or more races | 38 | 39 | 31 | 24 | 31 | 32.6 | 163 |
| Asian | 3 | 13 | 2 | 4 | 9 | 6.2 | 31 |
| Black | 18 | 10 | 14 | 9 | 11 | 12.4 | 62 |
| Hispanic | 112 | 92 | 120 | 123 | 114 | 112.2 | 561 |
| Native American | 200 | 185 | 119 | 140 | 115 | 151.8 | 759 |
| Other/Unreported | 24 | 27 | 21 | 28 | 37 | 27.4 | 137 |
| Pacific Islander | 7 | 2 | 7 | 1 |  | 4.25 | 17 |
| White | 630 | 529 | 549 | 456 | 495 | 531.8 | 2659 |
| **Grand Total** | **1032** | **897** | **863** | **785** | **812** |  | **4389** |

**APPENDIX B: Visual Arts AFA Program Outcomes Mapping**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Program OutcomesDegree Core Classes** | **ART 110** | **ART 111** | **ART 210** | **ART 160** | **ART 165** | **ART 201** | **ART 202** |
| Drawing skills that include the ability to render forms in pictorial space using light and shade, describe variations in textures and surfaces qualities, and incorporate the Elements of Drawing in creative evocative images through the effective use of a variety of drawing media. | 3 | 3 | 3 | 2 | 2 | 1 | 1 |
| Composition skills in two and three-dimensional media that indicate their knowledge of, and ability to use effectively, basic design principles including, balance and tension, rhythm and repetition, contrast, emphasis and subordination, unity and variety. | 2 | 2 | 2 | 3 | 3 | 1 | 1 |
| Ability to effectively use basic color schemes as well as the ability to use color as an expressive element. | 1 | 1 | 1 | 3 | 2 | 1 | 1 |
| Discuss historical works of art in the context of the social and cultural climate they were created in and, if applicable, their significance in relationship to subsequent styles or movements in western art. | 1 | 1 | 1 | 2 | 2 | 3 | 3 |
| The ability to analyze and critically evaluate the form and content of works of art.  | 1 | 1 | 1 | 2 | 2 | 3 | 3 |
| **Selected Degree Electives** | **ART 120** | **ART 121** | **ART 136** | **ART 190** | **ART 191** | **ART 194** | **ART 195** |
| Possess drawing skills that include the ability to render forms in pictorial space using light and shade, describe variations in textures and surface qualities, and incorporate the Elements of Drawing in creating evocative images through the effective use of a variety of drawing media | 1 | 1 | 1 | 2 | 2 | 2 | 2 |
| Possess composition skills in two and three-dimensional media that indicate their knowledge of, and ability to use effectively, basic design principles including, balance and tension, rhythm and repetition, contrast, emphasis and subordination, unity and variety | 2 | 3 | 3 | 2 | 3 | 2 | 3 |
| Gain the ability to effectively use basic color schemes as well as the ability to use color as an expressive element. | 1 | 1 | 3 | 3 | 3 | 3 | 3 |
| Be able to discuss historical works of art in the context of the social and cultural climate they were created in and, if applicable, their significance in relationship to subsequent styles or movements in western art. | 1 | 1 | 2 | 1 | 1 | 1 | 1 |
| Gain the ability to analyze and critically evaluate the form and content of works of art | 2 | 3 | 3 | 2 | 3 | 2 | 3 |
| 1 = Not emphasized2 = Emphasized to some extent3 = Greatly emphasized |  |  |  |  |  |  |  |

**APPENIDX C: 2012-2017 Complete List of Number of Students by Major in ART Courses**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **MAJOR** | **2012-2013** | **2013-2014** | **2014-2015** | **2015-2016** | **2016-2017** | **AVERAGE** | **Grand Total** |
| GST1 - AA-General Studies | 148 | 171 | 208 | 211 | 257 | 199.0 | 995 |
| NSDC - Not Seeking Degree/Cert | 229 | 165 | 113 | 107 | 123 | 147.4 | 737 |
| FAV1 - AFA-Visual Arts | 139 | 129 | 139 | 135 | 141 | 136.6 | 683 |
| GST2 - AS-General Studies | 41 | 48 | 36 | 37 | 48 | 42.0 | 210 |
| AGA7 - CertComp-AGEC-A | 49 | 24 | 45 | 38 | 34 | 38.0 | 190 |
| PHC3 - AAS-Pre Health Careers | 13 | 32 | 40 | 39 | 32 | 31.2 | 156 |
| NOC2 - Undecided | 74 | 30 | 9 | 9 | 18 | 28.0 | 140 |
| CSF3 - AAS-Computer Software Tech | 30 | 25 | 35 | 18 | 11 | 23.8 | 119 |
| PSY1 - AA-Psychology | 24 | 36 | 21 | 17 | 19 | 23.4 | 117 |
| BUS7 - AA-Business | 12 | 20 | 31 | 21 | 20 | 20.8 | 104 |
| GWD7 - Cert-Graphics & Web Design | 17 | 19 | 15 | 14 | 10 | 15.0 | 75 |
| ABUS - ABUS-Associate of Business | 18 | 8 | 17 | 11 | 16 | 14.0 | 70 |
| BST3 - AAS-Business Technologies | 28 | 20 | 4 | 1 |   | 13.3 | 53 |
| AGS - Associate of General Studies | 9 | 21 | 11 | 11 | 9 | 12.2 | 61 |
| EED1 - AA-Elementary Education | 20 | 30 | 3 | 3 | 2 | 11.6 | 58 |
| FSC3 - AAS-Fire Science | 12 | 7 | 15 | 13 | 10 | 11.4 | 57 |
| AJS1 - AA-Administration of Justice | 7 | 8 | 9 | 10 | 8 | 8.4 | 42 |
| HRM1 - AA-Hotel/Restaurant Management | 7 | 11 | 10 | 5 | 8 | 8.2 | 41 |
| EVS2 - AA-Environmental Studies | 19 | 6 | 7 | 4 | 2 | 7.6 | 38 |
| AGS7 - CertComp-AGEC-S | 11 | 9 | 4 | 4 | 7 | 7.0 | 35 |
| BST4 - AAS-Business |   | 1 | 11 | 8 | 5 | 6.3 | 25 |
| ANT1 - AA-Anthropology | 11 | 5 | 6 | 6 | 3 | 6.2 | 31 |
| ECE3 - AAS-Early Childhood Education | 9 | 8 | 3 | 2 |   | 5.5 | 22 |
| PPN7 - CC-Pre-Health Careers Cert | 18 | 1 | 4 | 2 | 2 | 5.4 | 27 |
| NCRE - Non Credit Only | 6 | 10 | 4 | 1 |   | 5.3 | 21 |
| ADT3 - AAS-Architectural Design Tech | 5 |   |   |   |   | 5.0 | 5 |
| SOC1 - AA-Sociology | 7 | 2 | 7 | 6 | 2 | 4.8 | 24 |
| PRM3 - AAS-Paramedic Studies | 2 | 6 | 5 | 3 | 3 | 3.8 | 19 |
| AGB7 - CertComp-AGEC-B | 5 | 3 | 5 | 2 |   | 3.8 | 15 |
| CTM1 - AA-Construction Tech Mgmt | 6 | 7 | 2 | 2 | 1 | 3.6 | 18 |
| COT3 - AAS-Construction Technology | 3 |   | 7 | 2 | 2 | 3.5 | 14 |
| AJS3 - AAS-Administration of Justice | 4 | 1 | 2 | 7 | 2 | 3.2 | 16 |
| SGB3 - AAS - Sustainable Green Bldg | 1 | 2 | 9 | 3 | 1 | 3.2 | 16 |
| FOR7 - Cert-Forensics | 3 |   | 3 |   |   | 3.0 | 6 |
| MOA3 - AAS-Medical Office Assistant | 6 | 3 | 2 | 1 |   | 3.0 | 12 |
| NEC3 - AAS-Network Engineering | 6 | 3 | 2 | 1 | 3 | 3.0 | 15 |
| PAR3 - AAS-Paralegal Studies | 3 |   |   |   |   | 3.0 | 3 |
| ATC7 - CertComp-Accounting | 2 | 4 | 4 | 1 |   | 2.8 | 11 |
| NUR3 - AAS-Nursing | 2 | 1 | 3 | 4 | 3 | 2.6 | 13 |
| MAD1 - AAS-Medical Assistant |   | 1 | 1 | 5 |   | 2.3 | 7 |
| CTE7 - Cert-Computer Technician | 4 | 1 | 1 | 4 | 1 | 2.2 | 11 |
| HRM3 - AAS-Hotel/Restaurant Mgt | 1 | 3 | 2 | 3 | 2 | 2.2 | 11 |
| CIS1 - AA-Computer Info Systems | 2 |   |   |   |   | 2.0 | 2 |
| CPA1 - AA-ColoradoPlateau-ArtsCulture |   |   |   | 3 | 1 | 2.0 | 4 |
| CTC7 - CertComp-Construction Tech |   | 1 |   | 3 |   | 2.0 | 4 |
| FSC5 - InterCert-Fire Science | 1 | 3 |   |   |   | 2.0 | 4 |
| PERS - Personal Enrichment |   |   |   |   | 2 | 2.0 | 2 |
| ASL3 - AAS - American Sign Lang Inter | 2 |   | 3 | 1 | 1 | 1.8 | 7 |
| ECE7 - Cert-Early Childhood Education | 1 | 3 | 1 | 2 |   | 1.8 | 7 |
| AET3 - AAS-Alternative Energy Technol | 2 | 2 | 1 |   |   | 1.7 | 5 |
| UNDC - Undeclared | 2 | 1 |   |   |   | 1.5 | 3 |
| NEC4 - BasicCert-Network Engineer 1 |   |   | 1 | 2 | 1 | 1.3 | 4 |
| AEC5 - IntCrt-Alternative Energy Tech | 1 |   | 1 |   | 1 | 1.0 | 3 |
| ASL6 - AdvCert-Amer Sign Lang Inter | 1 | 1 |   | 1 |   | 1.0 | 3 |
| CAA3 - AAS-Carpentry Apprenticeship | 1 |   |   |   |   | 1.0 | 1 |
| CSF6 - AdvCert-Computer Software | 1 |   |   | 1 |   | 1.0 | 2 |
| CST7 - Cert-Computer Software Tech | 1 |   |   |   |   | 1.0 | 1 |
| DAN3 - AAS- Dance | 1 |   |   |   |   | 1.0 | 1 |
| ENV2 - AS-Environmental Science |   |   | 1 |   |   | 1.0 | 1 |
| ETC3 - AAS-Electricity | 1 | 1 |   |   |   | 1.0 | 2 |
| ETC5 - Cert-Electricity |   | 1 |   |   |   | 1.0 | 1 |
| FAD1 - AAS-Dance |   | 1 |   |   |   | 1.0 | 1 |
| FSC6 - AdvCert-Fire Science | 1 |   |   |   |   | 1.0 | 1 |
| MIC7 - CC-Medical Ins., Coding & Bill | 1 |   |   |   |   | 1.0 | 1 |
| MOM1 - AAS-Medical Office Management |   |   |   | 1 |   | 1.0 | 1 |
| NAC7 - CertComp-Nursing Assisting | 1 | 1 |   |   |   | 1.0 | 2 |
| PHL7 - CertComp-Phlebotomy | 1 |   |   |   | 1 | 1.0 | 2 |
| VTE1 - AA-Vocational Technology Ed |   | 1 |   |   |   | 1.0 | 1 |
| **Grand Total** | **1032** | **897** | **863** | **785** | **812** | **877.8** | **4389** |

**APPENDIX D:** **ART Courses, Modality and Frequency**

|  |  |  |
| --- | --- | --- |
| **Courses** | **Frequency** F – Fall S – Spring SS – Summer O - Occasionally | **Modality** I – In person O - Online |
| **ART 100 Art Appreciation (3)** Historical overview and appreciation of painting, sculpture, architecture, film, and crafts. Examines individual works of art with regard to both their formal qualities and the way they reflect the shifting patterns of culture. Field trips. General Education: Arts/Humanities. Three lecture. | F, S, SS | IP, O |
| **ART 105 Beginning Art (3)** Introductory course in drawing and painting techniques and materials for students who would like to explore their creativity. Grading option S/U. One lecture. Five lab. | F | IP |
| **ART 110 Drawing I (3)** Introduction to drawing. Includes drawing techniques and the use of various materials traditionally used in drawing, perceptual skills, critique practices and critical thinking, analysis of professional art events or artwork in galleries or museums. Grading option S/U. One lecture. Five lab. | F, S | IP |
| **ART 111 Drawing II (3)** Further development of technical and perceptual drawing skills and critical thinking skills. Greater emphasis on composition. Intermediate drawing and design problems; intermediate use of materials and techniques. Prerequisite: ART 110 or Consent of Instructor. Grading option S/U. One lecture. Five lab. | F, S | IP |
| **ART 120 Ceramics I (3)** Introduction to hand building techniques, wheel throwing, glazing and other decorative techniques, kiln firing and ceramics history. Grading option S/U. One lecture. Five lab. | F, S, SS | IP |
| **ART 121 Ceramics II (3)** Emphasis on developing intermediate skill with the potter’s wheel and hand building methods, glazing and decoration techniques, and kiln operations. Prerequisite: ART 120. Grading option. One lecture. Five lab. | F, S | IP |
| **ART 130 Computer Graphics I (3)** An introductory course in computer graphics. Introduction to design principles and visual problem solving with software suitable for two-dimensional design and illustration. Prerequisites: CIS 102 or CIS 120 or Consent of Instructor. Recommended: ART 110 and ART 160. Grading option S/U. Two lecture. Two lab. | F, S | IP |
| **ART 135 Adobe Photoshop (3)** Introduction to Adobe Photoshop software, its variety of tools and basic techniques for working with them. Includes practice with basic scanning and printing devices and techniques. Prerequisite: CIS 120 or Consent of Instructor. Grading option S/U. Three lecture. | F, S | IP |
| **ART 136 Digital Photography I (3)** Introduction to digital photography, image editing, and printing techniques. Course requirement: Students must have their own digital camera and basic computer skills. Grading option S/U. Three lecture. | F, S | IP |
| **ART 160 Color and Design (3)** Fundamentals of two-dimensional design emphasizing the study and utilization of the principles of design, color theory, and the development of a visual vocabulary. Prerequisite: ART 110 or Consent of Instructor. Grading option S/U. One lecture. Five lab. | S | IP |
| **ART 165 Three-dimensional Design (3)** Introduction to the fundamental concepts and design principles involved in organizing three-dimensional space and materials used in three-dimensional art forms. Prerequisite: ART 110 or Consent of Instructor. One lecture. Five lab. | S | IP |
| **ART 180 Sculpture I (3)** Introduction to sculptural processes, techniques, and materials in clay, metal, wood, and stone. Includes sculptural history and criticism. Prerequisite: ART 165 or Consent of Instructor. Grading option S/U. One lecture. Five lab. |  | IP |
| **ART 190 Oil/Acrylic Painting I (3)** An introductory course in the techniques and materials traditionally used in oil and/or acrylic painting. Prerequisite: ART 110 or Consent of Instructor. Grading option S/U. One lecture. Five lab. | F, S | IP |
| **ART 191 Oil/Acrylic Painting II (3)** Intermediate course in developing expressive and descriptive skills using oil and/or acrylic paint. Prerequisite: ART 160 and ART 190, or Consent of Instructor. Grading option S/U. One lecture. Five lab. | F, S | IP |
| **ART 194 Watercolor I (3)** Introduction to watercolor painting techniques and materials. Grading option S/U. One lecture. Five lab. | F, S | IP |
| **ART 195 Watercolor II (3)** Advanced watercolor painting techniques. Prerequisite: ART 194 or Consent of Instructor. Grading option S/U. One lecture. Five lab. | F, S | IP |
| **ART 201 Art History: Prehistoric to 1400 (3)** Study of the historical development of significant periods and styles in painting, sculpture, and architecture from the prehistoric through the Gothic periods. Emphasis is placed upon the cultural context within which the works of art are created. General Education: Arts/Humanities. Special Requirements: Contemporary Global/International Awareness or Historical Awareness. Prerequisite: ENG 101. Three lecture. | F, S, SS | IP, O |
| **ART 202 (3) Art History: 1400 ‐ 2000** Historical development of significant periods and styles in painting, sculpture, and architecture from the Renaissance to the twentieth century with an emphasis on the cultural context within which the works of art were created. General Education: Arts/Humanities. Special Requirements: Contemporary Global/International/Awareness or Historical Awareness. Prerequisite: ENG 101. Three lecture. | F, S, SS | IP, O |
| **ART 211 Portrait Drawing (3)** Introduction to portrait drawing techniques and materials. Prerequisite: ART 110 or College Catalog 2016-2017. Consent of Instructor. One lecture. Five lab. | F, S | IP |
| **ART 221 Art of the Southwest (3)** A historical survey of painting, sculpture, and architecture in the southwestern region of the United States from pre-historic time to the present. General Education: Art/Humanities. Special Requirements: Contemporary Global/International Awareness or Historical Awareness; Ethnic/Race/Gender Awareness. Prerequisite: ENG 101. Three lecture. | O | IP |
| **ART 235 Adobe Photoshop II (3)** Advanced techniques in Adobe Photoshop. Prerequisites: ART 135 or Consent of Instructor. Grading option S/U. Three lecture. | O | IP |
| **ART 236 Digital Photography II (3)** Creative digital camera operation. Advanced equipment, lighting, color calibration, and workflow. Digital output processes for print and web. Three lecture. Grading option S/U. | F, S | IP |
| **ART 279 Painting Workshop (2)** A course for students interested in further developing artistic expression and skills in order to pursue personal artistic goals. Prerequisite: ART 190 or ART 194 or Consent of Instructor. Grading option S/U. Two lecture. | O | IP |
| **ART 280 Advanced Studio Workshop (3)** A course for students interested in further developing artistic expression and skills in order to pursue personal artistic goals. Prerequisite: ART 111 or ART 190 or ART 195 or ART 210 or Consent of Instructor. One lecture. Five lab. | F, S | IP |
| **ART 281 Advanced Ceramics Workshop (3)** A course for students interested in further developing artistic expression and skills in order to pursue personal artistic goals in ceramics. Prerequisite: ART 120 and ART 121 or Consent of Instructor. One lecture. Five lab. | F, S | IP |
| **ART 285 Ceramic Sculpture (3)** A course for students who want to further develop their hand building skills, glazing and firing techniques, and individual artistic expression. Prerequisite: ART 120 or Consent of Instructor. One lecture. Five lab. | O | IP |
| **ART 289 Internship I (1‐6)** Designed for students who are looking for paid or voluntary practical learning experiences that apply academic and occupational education to real‐life, on‐the‐job situations. Credit hours will be negotiated based on fulfillment of a contract. Each credit hour requires the completion of a minimum of 45 hours of on‐the‐job participation. Prior experience or course work in the field of interest is required. One to six variable credit hours. Grading option S/U. | O | IP |
| **ART 294 Watercolor III (3)** An advanced course in watercolor painting with increased opportunity for development of individual style through traditional and experimental techniques. Prerequisite: ART 195 or Consent of Instructor. One lecture. Five lab. Grading option S/U. | F, S | IP |
| **Art 298 Special Topics (1‐6)** Designed to meet the needs of an individual(s) who has an interest in pursuing an original topic in an instructional area under faculty supervision. One to six variable credit hours. | O | IP |

**APPENDIX F: Curriculum Changes**

|  |  |  |  |
| --- | --- | --- | --- |
| Year | Summary |  |  |
| 2014 | Course Retirement ART 290 | ART 290 Visual Arts Practicum |
| 2015 | Course Retirement Form | ART 199 Workshop |
| 2015 | New Special Courses (198/298) | ART 298 Art History in England |
| 2016 | New Special Courses (198/298) | ART 298 The Moving Image |
| 2015 | New Special Courses (198/298) | ART 298 Lights...Sound...Camera...Action! |
| 2016 | New Special Courses (198/298) | ART 298 Hand Building |
| 2017 | New Course Form | ART 212 |  |
| 2017 | New Special Courses (198/298) | ART 298 Intro to Figure Painting |
| 2017 | New Special Courses (198/298) | ART 298 Watermedia on Paper |
| 2017 | New Special Courses (198/298) | ART 298 Modified Monoprint |
| 2017 | New Special Courses (198/298) | ART 298 Introduction to Figure Drawing |

**APPENDIX G: Visual Arts (AFA Degree) Degree Description**

The Associate of Fine Arts degree in Visual Arts is designed for transfer to the Fine Arts bachelor's degree at all Arizona public universities. The program gives students a strong foundation in visual composition and art history and prepares them to continue their fine arts education in drawing, painting, photography, ceramics, or sculpture. Students completing this degree will transfer 60-64 credits to all Arizona public universities. Requirements differ significantly among state universities. Students should see an advisor to plan their program of study to avoid transfer difficulties.

|  |
| --- |
| AGEC-A Requirements: 35 credits |
| All General Education coursework must be selected from approved [AZ General Education Curriculum.](https://www.coconino.edu/general-education) |
| Course | Course Title | Hours |
| **Composition (6 credits)** |   |   |
| ENG 101 | College Composition I | 3 |
| ENG 102 | College Composition II | 3 |
| **Mathematics (3 credits)** |   |   |
| MAT 140 or higher. | College Mathematics (5) or higher. | 3 |
| **Arts/Humanities (9 credits)** |   |   |
| ART 201 | Art History I | 3 |
| ART 202 | Art History II | 3 |
| One additional course. | Any Arts and Humanities course, excluding ART. | 3 |
| **Social/Behavioral Sciences (6 credits)** |   |   |
| Two courses from different disciplines. |   | 6 |
| **Physical/Biological Sciences (8 credits)** |   |   |
| Two courses. |   | 8 |
| **Options (0-6 credits)** |   |   |
| Any AGEC coursework to complete 35 credits. | 0-6 |
| **Special Requirements** |   |
| Must be met within the General Education requirements by a minimum of 2 courses. |   |
| Intensive Writing/Critical Inquiry |   | "W" |
| Ethnic/Race/Gender Awareness |   | "E" |
| Contemporary Global/International Awareness or Historical Awareness | "C" |
| Degree Core Requirements: 15 credits |
| Course | Course Title | Hours |
| ART 110 | Drawing I | 3 |
| ART 111 | Drawing II | 3 |
| ART 160 | Color and Design | 3 |
| ART 165 | Three-Dimensional Design | 3 |
| ART 210 | Life Drawing | 3 |
| Electives: 12 credits |
| Select from electives suggested below or other Art (ART) courses as stated in the Course Equivalency Guide ([www.aztransfer.com](http://www.aztransfer.com/)). Additional electives may be selected with program coordinator approval. |
| Course | Course Title | Hours |
| **Recommended** |   |   |
| ART 120 | Ceramics I | 3 |
| ART 121 | Ceramics II | 3 |
| ART 136 | Digital Photography I | 3 |
| ART 190 | Painting I | 3 |
| ART 191 | Painting II | 3 |
| ART 236 | Digital Photography II | 3 |

**APPENDIX H: Arizona Transfer Course Equivalency Guide for CCC Visual Art Courses**

|  |  |  |  |
| --- | --- | --- | --- |
| **Coconino Course** | **ASU Push to toggle sorting order according to ASU** | **NAU Push to toggle sorting order according to NAU** | **UA Push to toggle sorting order according to UA** |
|

|  |  |
| --- | --- |
| ART 100 (3) *Art Appreciation* | https://aztransmac2.asu.edu/images/CEGIcons/agec.png |

 | ARS 100 | ART 100   | ARE Dept Elective   |
|

|  |  |
| --- | --- |
| ART 105 (3) *Beginning Art* | https://aztransmac2.asu.edu/images/CEGIcons/dual.png |

 | ART Dept Elective    | Elective Credit   | Elective Credit   |
|

|  |  |
| --- | --- |
| ART 110 (3) *Drawing I* | https://aztransmac2.asu.edu/images/CEGIcons/sun.png |

 | ART 111    | ART 135   | ART 100J & 100A   |
|

|  |  |
| --- | --- |
| ART 111 (3) *Drawing II* |  |

 | ART 211    | ART 136   | ART Dept Elective   |
|

|  |  |
| --- | --- |
| ART 120 (3) *Ceramics I* |  |

 | ART Dept Elective    | ART 161   | ART Dept Elective   |
|

|  |  |
| --- | --- |
| ART 121 (3) *Ceramics II* |  |

 | ART 261    | ART 261   | ART Dept Elective   |
|

|  |  |
| --- | --- |
| ART 130 (3) *Computer Graphics I* | https://aztransmac2.asu.edu/images/CEGIcons/dual.png |

 | GIT Dept Elective    | VC, ART Dept Elective | Elective Credit   |
|

|  |  |
| --- | --- |
| ART 135 (3) *Adobe Photoshop* | https://aztransmac2.asu.edu/images/CEGIcons/dual.png |

 | Non Transferable    | VC Dept Elective   | ART Dept Elective   |
|

|  |  |
| --- | --- |
| ART 136 (3) *Digital Photography I* | https://aztransmac2.asu.edu/images/CEGIcons/dual.png |

 | ART Dept Elective | PHO Dept Elective   | ART 244   |
|

|  |  |
| --- | --- |
| ART 160 (3) *Color & Design* | https://aztransmac2.asu.edu/images/CEGIcons/sun.png https://aztransmac2.asu.edu/images/CEGIcons/dual.png |

 | ART 112    | ART 150   | ART 100G & 100E   |
|

|  |  |
| --- | --- |
| ART 165 (3) *Three-Dimensional Design* | https://aztransmac2.asu.edu/images/CEGIcons/sun.png |

 | ART 115    | ART 151   | ART 100F & 100B   |
|

|  |  |
| --- | --- |
| ART 180 (3) *Sculpture I* |  |

 | ART 231    | ART Dept Elective   | Elective Credit   |
|

|  |  |
| --- | --- |
| ART 190 (3) *Oil/Acrylic Painting I* |  |

 | ART 223    | ART 222   | ART 280   |
|

|  |  |
| --- | --- |
| ART 191 (3) *Oil/Acrylic Painting II* |  |

 | ART Dept Elective    | ART 223   | Elective Credit   |
|

|  |  |
| --- | --- |
| ART 194 (3) *Watercolor I* |  |

 | ART 227    | ART Dept Elective   | ART 285   |
|

|  |  |
| --- | --- |
| ART 195 (3) *Watercolor II* |  |

 | ART Dept Elective    | ART Dept Elective   | ART Dept Elective   |
|

|  |  |
| --- | --- |
| ART 201 (3) *Art History: Prehis. to 1400* | https://aztransmac2.asu.edu/images/CEGIcons/sun.png https://aztransmac2.asu.edu/images/CEGIcons/agec.png |

 | ARS 101 | ARH 141   | ARH 201 |
|

|  |  |
| --- | --- |
| ART 202 (3) *Art History: 1400 - 2000* | https://aztransmac2.asu.edu/images/CEGIcons/sun.png https://aztransmac2.asu.edu/images/CEGIcons/agec.png |

 | ARS 102 | ARH 142 | ARH 202 |
|

|  |  |
| --- | --- |
| ART 210 (3) *Life Drawing I* |  |

 | ART 214    | ART 136   | ART 205   |
|

|  |  |
| --- | --- |
| ART 211 (3) *Portrait Drawing* |  |

 | ART Dept Elective    | Elective Credit   | ART Dept Elective   |
|

|  |  |
| --- | --- |
| ART 212 *Life Drawing II* |  |

 | ART Dept Elective    | ART Dept Elective   | ART Dept Elective   |
|

|  |  |
| --- | --- |
| ART 221 (3) *Art of the Southwest* | https://aztransmac2.asu.edu/images/CEGIcons/agec.png |

 | ARS Dept Elective    | ARH Dept Elective   | ARH Dept Elective |
|

|  |  |
| --- | --- |
| ART 235 (3) *Adobe Photoshop II* | https://aztransmac2.asu.edu/images/CEGIcons/dual.png |

 | GIT Dept Elective    | VC Dept Elective   | ART Dept Elective   |
|

|  |  |
| --- | --- |
| ART 236 (3) *Digital Photography II* | https://aztransmac2.asu.edu/images/CEGIcons/dual.png |

 | ART Dept Elective    | PHO Dept Elective   | ART Dept Elective   |
|

|  |  |
| --- | --- |
| ART 279 (2) *Painting Workshop* |  |

 | ART Dept Elective    | ART Dept Elective   | Non Transferable   |
|

|  |  |
| --- | --- |
| ART 280 (3) *Advanced Studio Workshop* |  |

 | ART Dept Elective    | ART Dept Elective   | ART Dept Elective   |
|

|  |  |
| --- | --- |
| ART 281 (3) *Advanced Ceramics Workshop* |  |

 | ART Dept Elective    | ART Dept Elective   | ART 273   |
|

|  |  |
| --- | --- |
| ART 285 (3) *Ceramic Sculpture* |  |

 | ART Dept Elective    | ART 263   | ART Dept Elective   |
|

|  |  |
| --- | --- |
| ART 289 (1) *Internship I* |  |

 | ARA Dept Elective    | ART Dept Elective   | Non Transferable   |
|

|  |  |
| --- | --- |
| ART 294 (3) *Watercolor III* |  |

 | ART Dept Elective    | ART Dept Elective   | ART Dept Elective   |
|

|  |  |
| --- | --- |
| ART 298 (0.5) *Special Topics* |  |

 | Non Transferable    | Elective Credit   | Non Transferable   |

**APPENDIX I: ART Faculty Statistics 2012-2017**

Ratio of ART FT to PT Faculty

ART sections taught by FT to PT Faculty

ART credits taught by FT to PT Faculty

**APPENDIX J: Full-time Faculty Job Description and Responsibilities**

**Summary**

Responsible for teaching courses, developing curricula, and assessing learning outcomes in the assigned discipline. Also responsible for providing assistance and academic advising to students outside of regularly scheduled class time. Teaching assignments may include alternative delivery methods including web and ITV, day, evening and weekend classes, and may be at multiple sites.

This is a full-time, benefits eligible, position.

Essential Duties and Responsibilities

1. **With students:**
	1. Teaches 30 load hours per year in a professional manner.
	2. Provides advising outside of class time.
	3. Maintains a minimum of five posted office hours per week
2. **With colleagues:**

a) Adhere to a professional code of conduct and ethics.

b) Collaborate with other college employees as necessary and appropriate.

1. **Scheduling:**

Provides schedule building input and review as requested

1. **Budget:**

Cooperates with supervisor on the department budget.

1. **Assessment and strategic planning**
	1. Promotes the mission, values, purposes, and Strategic Plan of the College and learning college philosophy
	2. Participates in the development, implementation, and assessment of programs, including the assessment of student learning outcomes, as prescribed by department.
2. **Curriculum:**
	1. Develops new or revises existing curricula as needed, which may include College supported Articulation Task Force (ATF) participation.
	2. Remain current in the assigned discipline(s).
	3. Maintain discipline/course specific certifications and licensure where appropriate.

**7) Institutional Leadership**

1. Assists supervisor in the evaluation of part-time faculty as requested.
2. Participates in the operation and/or shared governance of the college through college committee assignments and faculty meetings.
3. Assists in the building of programs relevant to their discipline.
4. Serves as a professional role model for students and other faculty.

**APPENDIX K: Part-time Faculty Job Description and Responsibilities**

**Summary**

Responsible for teaching courses within the assigned discipline. Teaching assignments may include alternative delivery methods, day, evening, and weekend classes, and may be at multiple sites. Must be able to work collegially in a team environment. This is a temporary, non-benefits eligible position. Employment is determined on a semester to semester basis.

**Essential Duties and Responsibilities**

1. **With students and colleagues:**
	1. Teaches courses as contracted. Maintains scheduled classes.
	2. Fosters student involvement and community relationships.
	3. Attends college meetings as required.
	4. Meets with students as needed.
	5. Provides students with informal academic advising.
2. **Assessment and strategic planning**
	1. Participates in student assessment and relevant program assessment as directed by the department chair.
3. **Curriculum:**
	1. Remains current in practices, trends and research related to areas of assigned discipline(s).
	2. Prepares and implements syllabi in accordance with course outcomes and competencies.
4. **Institutional Leadership**
	1. Maintains and submits all essential instructional records according to College requirements.
	2. Follows College policy in case of absence.
	3. Follows all college policies and procedures as stated in the college procedures manuals faculty handbook, and Letter of Intent Agreement.
	4. Serves as a professional role model for students and other faculty.

Performs other duties of a similar nature or level.

**APPENDIX L: ART Faculty Credentials 2012-2017**

|  |  |  |
| --- | --- | --- |
| **INSTRUCTOR** | **DEGREE** | **CERTIFICATIONS AND OTHER QUALIFICATIONS** |
| Barnett, Hope | MA Art (Ceramics) | BFA Ceramics |
| Cornett, Joe | MFA Photography | BFA Photography |
| Costa, Maureen | MFA Art (Wood) | BFA Sculpture |
| Dillingham, Elaine |  | BA Art |
| Fethkenher, Don |  | BFA Art Education |
| Gemetta, Jeremy | MFA Film and Animation | BS Education |
| Glau, Tracy | M.Ed. Counseling | BFA Studio Art |
| Natseway, Pat |  |  |
| Petersen, Alan | MA Painting | BFA Painting and Art History |
| Petersen, Catherine | MA Art History | BA Studio Art |
| Roth, Jeff | MFA Painting |  |
| Roti, Bennett |  | BFA Art/Ceramics |
| Schroeder, James |  | BFA Bachelor of Professional Arts‐ Commercial Art |
| Sheeley, Barbara | M.Ed. Secondary Education | BFA Art |
| **INSTRUCTOR** | **LAST TAUGHT** |
| Bendel, Don | Last taught Fall of 2012 |
| Bohnert, Jason | Last taught Summer of 2013 |
| Bustamante, Tristyn | Last taught Spring of 2015 |
| Carpenter, Barry | Last taught Spring of 2013 |
| Dale, Kerstin | Last taught Spring of 2014 |
| Darlington, Gina | Last taught Spring of 2014 |
| DeWitt, Jared | Last taught Spring of 2015 |
| Fox, Timothy |  |
| Golden, Christine | Last taught Spring of 2013 |
| Gonzales, Ellena | Last taught Fall of 2013 |
| Hill, Gregory | Last taught Fall of 2014 |
| Holliday, Ellen | Last taught Spring of 2014 |
| Jensen, C Tanner | Last taught Spring of 2014 |
| Morrison, Lori | Last taught Spring of 2013 |
| Newman, Robert | Last taught Summer of 2013 |
| Stolzenberg, Helene | MA Art |
| Summers, Gamin | Last taught Summer of 2015 |
| Talbott, Frank | Last taught Spring of 2014 |

**APPENDIX M: Assessment Results**

Fall 2016 General Education Critical Thinking
Using a variety of inquiry methods, resources, and reasoning skills that support and promote lifelong learning.

ARTS & HUMANITIES

**Spring 2017 General Education Critical Thinking**Using a variety of inquiry methods, resources, and reasoning skills that support and promote lifelong learning.

ARTS & HUMANITIES

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **COURSE** | **MET** | **NOT MET** | **INCOMPLETE** | **N =** |
| ART 100 | 62% | 22% | 17% | 3 |
| ART 201 | 24% | 71% | 5% | 1 |
| ART 202 | 47% | 53% | 0% | 1 |
| ART 221 | 100% | 0% | 0% | 1 |
| CPS 100 | 74% | 8% | 18% | 1 |
| DAN 201 | 83% | 8% | 8% | 1 |
| HUM 205 | 72% | 13% | 15% | 3 |
| MUS 100 | 50% | 31% | 19% | 1 |
| MUS 145 | 48% | 33% | 19% | 1 |
| PHI 101 | 100% | 0% | 0% | 1 |
| PHI 105 | 87% | 0% | 13% | 2 |
| THR 101 | 44% | 28% | 28% | 1 |
| **ARTS&HUM** | **67%** | **19%** | **14%** | **17** |
| **Overall** | **71%** | **18%** | **11%** | **115** |

**APPENDIX P: ART Majors and Degree Awards**

Number of Students with ART as a Declared Major



Number of Students Awarded AFA in Visual Arts Degree



Number of Students Awarded AFA in Visual Arts Degree

|  |  |  |
| --- | --- | --- |
| **Year** | **Major** | **Award Count** |
| 2016-17 | AFA-Visual Arts | 5 |
| 2015-16 | AFA-Visual Arts | 7 |
| 2014-15 | AFA-Visual Arts | 4 |
| 2013-14 | AFA-Visual Arts | 4 |
| 2012-13 | AFA-Visual Arts | 1 |
| 2011-12 | AFA-Visual Arts | 1 |
| 2009-10 | AFA-Visual Arts | 5 |
| 2007-08 | AFA-Visual Arts | 4 |
| 2006-07 | AFA-Visual Arts | 5 |
| 2005-06 | AFA-Visual Arts | 2 |

**APPENDIX Q: Assessment Instruments**

**Spring 2017 Critical Thinking Assessment Tools**

ART202 Art History 2 – 13092
Final Exam Question

Identify (artist, title, date) and then compare and contrast these two paintings with respect to the artists' intention and their use of color. Do you think that one of these artists influenced the other? If so, in what ways? If not, explain. Be specific.

Students scoring 73% or better 7
Students scoring 72% or less 8

ART201 Art History 1 – 13295
Final Exam Question

Compare and contrast a Romanesque and a Gothic church. Consider their structure and how this influences their form. Include at least two specific buildings in your discussion.

Students scoring 73% or better 5
Students scoring 72% or less 12

**ART100 Art Appreciation – 13369**

**Final Exam Question**



Discuss Kerry James Marshall's painting *Better Homes Better Gardens*. Discuss the formal aspects of the painting and what Marshal is seeking to communicate.

Students scoring 73% or better 9

ART221 Art of the Southwest - 13552
Writing Assignment 3

Discuss the ways in which the Fred Harvey Company and the Santa Fe Railroad collaborated to build tourism and interest in the Southwest. What strategies did they employ? What role did artists play in this well executed marketing scheme? How did the Spanish Fantasy Past contribute to this phenomena?

Are there social/cultural, aesthetic/artistic effects from this period visible today?

Give specific examples that illustrate and support your discussion.

Students scoring 73% or better 1
Students scoring 72% or less 0

Fall 2017 **Critical Thinking Assessment Tools**

**ART100 Art Through Time Project**

Working in your groups - Identify the three works of ancient art and/or architecture provided to your group.

What is the significance and/or purpose of each of these works of art?

Find and identify three other similar works of art or architecture from the same time period and/or region as the three works you were originally provided.

Do they have a similar significance and/or purpose? How so?

-------------------------------------------------------------------------

Now – Find and identify three works of art and/or architecture made between 1900 and 2017 that have similar themes or functions to each of the ancient works you’ve identified.
Is the meaning of these works clear?
In what ways is the work of art or architecture similar to the ancient one? In what way(s) might it differ?

**Fall 2016 Critical Thinking Assessment Tools**

**From the first test in ART 201, Art History 1**

Identify the iconography used to convey political and religious power. Use at least two pieces of artwork in your discussion that illustrate your points. Be specific. (6 pts.)
Meets expectations: 9 or 65%
Does not meet expectations: 10 or 35%

**From Test 2 ART 201, Art History 1**

Identify by name and time period, and compare and contrast the two pieces of sculpture in the slides. Consider their subject matter, style and intellectual or emotional effect. What are some of the factors that can account for the differences in the style of these two works? (10 pts.)

Meets expectations: 13 or 47%
Does not meet expectations: 7 or 53%

From the third test in ART 201, Art History 1
14. If the image displays an element or characteristic found in the left-hand column put a **+** in
the column that corresponds to the appropriate screen. Put a **–** in the column if it doesn’t appear in that work of art. (36 pts)

|  |  |  |  |
| --- | --- | --- | --- |
| **Characteristics** | **LeftScreen** | **MiddleScreen** | **RightScreen** |
| Symbols associated with a Roman emperor |  |  |  |
| Symbols associated at one time, or another, with Christ |  |  |  |
| Symbols associated with pagan deities |  |  |  |
| Depiction of pagan deities  |  |  |  |
| Depiction of Christian saints |  |  |  |
| Scenes of initiation |  |  |  |
| Scenes of faith and devotion |  |  |  |
| Characteristics of Byzantine Art |  |  |  |
| Characteristics of late Roman sculpture |  |  |  |
| Is more conceptual than realistic |  |  |  |
| Is more realistic than conceptual |  |  |  |
| Incorporates Christian *and* pagan imagery or symbols |  |  |  |

15. Discuss the ways that Christ is depicted and the pagan and Christian iconography associated with him in the apse mosaics in San Vitale. (6 pts)