

The Instructional Program Review Narrative Report

1. College: MERRITT

Discipline, Department or Program: ART

Date: 2/17/10

Members of the Instructional Program Review Team:

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2. Narrative Description of the Discipline, Department or Program:

Please provide a general statement of primary goals and objectives of the discipline, department or program. Include any unique characteristics, degrees and certificates the program or department currently offers, concerns or trends affecting the discipline, department or program, and any significant changes or needs anticipated in the next three years.

PRIMARY GOALS AND OBJECTIVES:

The Art Department at Merritt College seeks to generate and nurture the creative element in human life. Artistic impulse is an intrinsic human necessity for holistic health. The shared creative process of a class in painting or ceramics fosters, in the warmest, most accessible way, a general communication that spreads out to benefit the entire community. The creative thought process and problem-solving learned in an art class also supports and enhances the entire educational experience.

Closely supporting the stated vision, mission and core values of Merritt College, the primary goals and objectives of the Merritt Art Program are:

- to enhance visual perception and awareness.
- to provide a mastery of technical skills necessary for visual communication, self-expression, achievement of educational goals, and professional success.
- to stimulate creative problem solving and critical thinking.
- to prepare students for matriculation to a degree program.

UNIQUE CHARACTERISTICS, DEGREES AND CERTIFICATES:

Two of the courses successfully taught in the Merritt Art Program are not being taught elsewhere in the Peralta system, and rarely throughout the San Francisco Bay area: ART 65A-D Botanical Drawing, and ART 66, 67, 68A-D Pastel.

The size (more than 2000 sq. ft) of both the art studio classrooms for ceramics and visual arts is an incredible asset. These classrooms were previously the industrial arts rooms, so they are huge, with twenty-foot ceilings, very spacious. This is really what makes possible the large, multi-level classes being taught in these rooms. No art school in the East Bay has a classroom for visual art the size of A-122. These classrooms are by far the best studio classrooms in the Peralta district, and quite probably in the entire Bay Area.

The Merritt art classes attract students who share many interests and qualities, and, at the same time, come from a wide diversity of ethnic and economic backgrounds. Art classes provide a meeting ground in a shared, non-competitive, positive learning experience. A strong sense of community has grown up around the art classes at Merritt Community College, as students move through the art programs together.

Merritt instructors go beyond their classroom responsibilities in many ways. The Show of Merritt, now in its eleventh year, is the largest exhibition of student work in the Peralta District, and quite probably, in the entire state. Last year's show included over 150 pieces, and the opening reception drew almost 500 people. The Ceramics instructors organize a student show at the yearly California Conference for the Advancement of Ceramic Art in Davis, CA. The portraiture and figure drawing classes are preparing for their 4th annual Exhibition of work from the live model, held at the Rockridge Library.

Although the art classes at Merritt are transferable to Laney for its' AA degree, Merritt does not have a degree program. Several certificate programs are being developed.

CONCERNS AND TRENDS:

Community colleges will continue to see a surge in the number of older students as members of the Baby Boomer generation retire. These are active people who want to learn new skills, who have the will and the time to take classes. The Merritt Art Department is highly regarded on the Bay Area grapevine as a place to develop new skills as well as renew neglected techniques or develop a portfolio for further education or professional use.

The impact of digital technology on the art world continues to expand rapidly. Digital photography, online research and the use of web pages and blogs to market artwork creates new possibilities for instruction and communication.

Primary concerns voiced by both the faculty and students center on the budget, both recent belt-tightening and future cuts, as well as curtailing repeatability and the loss of support for lifelong learning. Expanding our offerings of digital classes will require funding for equipment, software and instructors.

SIGNIFICANT CHANGES AND NEEDS:

The next few years will be challenging as the department attempts to continue to serve the needs of its community of students in the midst of budget cuts, class cancellations, and the addition of fee-based classes.

Art has health and safety issues that continue to go unaddressed with inaction on behalf of Merritt's business office and the district. It is essential to have additional electrical outlets added to A133 to ensure the safety of students. Currently there are extension cords and socket strips running in every direction for the 4 outlets spread around the room. The ceramics studio also needs a partitioned glaze area and a glaze spray booth, to control the spread of particulate matter.

1. Curriculum:

- Is the curriculum current and effective? Have course outlines been updated within the last three years? If not, what plans are in place to remedy this?

The existing curriculum provides a solid grounding in basic visual art and ceramics techniques. These are primarily traditional techniques, but new art materials are continually available and are incorporated into the classroom as they appear. The importance of computer research for materials, techniques, subject matter and art history information cannot be overstated.

The effectiveness of the curriculum is witnessed by large classes and high retention rates.

We routinely review our courses to update texts when needed, particularly the Art History courses. All courses are reviewed as the Student Learning Outcomes are being input on the SLO addendum in the new curriculum software, CurricuNet. This process will be completed this school year.

- Has your department conducted a curriculum review of course outlines? If not, what are the plans to remedy this?

The Merritt Art Department has a strong focus on traditional and formal skills training in the arts. This portion of the curriculum does not need adjusting, however, the faculty continues to try out new directions to attract new students and respond to a diverse population, such as offering History of Ceramics, Ceramic Sculpture, Digital Arts.

- What are the department's plans for curriculum improvement (i.e., courses to be developed, updated, enhanced, or deactivated)? Have prerequisites, co-requisites, and advisories been validated? Is the date of validation on the course outline?

There are no prerequisites or co-requisites for our classes.

In addition to new offerings mentioned above, the department has made plans to begin offering fee-based classes.

- What steps has the department taken to incorporate student learning outcomes in the curriculum? Are outcomes set for each course? If not, which courses do not have outcomes?

Courses have been updated with current SLO's. These SLOs were for the most part written by the instructors teaching the classes, so they have been developed from the course content and curriculum. The next step is to input the SLOs into the curriculum software. As explained above, this is underway this semester.

- Describe the efforts to develop outcomes at the program level. In which ways do these outcomes align with the institutional outcomes?

The faculty of the art department, working with the Vice President of Instruction, Linda Berry-Camara, has identified the following **learning outcomes** for the Merritt College Art Program, as follows:

When a student completes a set of courses in the art program, he/she should be able to:

- Satisfy educational goals (fulfill GE requirement for UC and CSU transfer, succeed in advanced art studies)
- Produce professional quality work (develop a portfolio for additional education or professional application, produce work for sale or entry in professional shows)
- Develop visual awareness and perception (identify, recognize and evaluate visual elements and relationships; enjoy increased visual awareness of the world)
- Use developed abilities and skills in creative problem-solving
- Select and use appropriate art materials and tools (access and assess art resources, develop art-based classroom activities for elementary education and other vocational enhancement)
- Have an increased awareness of and appreciation for art and artists in the community (awareness of local galleries and museums, more informed decision-making in regard to public art, respect connectedness and diversity of art and artists)

- Enjoy an enriched personal life through creative self-expression and confidence in self-expression.

Recommendations and priorities.

Art is essential to Merritt's responsibility in preparing students to be professionally and personally qualified through completion of their educational goals. Given today's belt-tightening and class reductions, our priority is to retain our classes and instructors while making necessary changes and adjustments (fee-based classes, certificate programs, contract teaching) to support students and faculty.

Merritt is known for its excellent instructors and facilities, providing core instruction in traditional materials and techniques. Maintaining this reputation is a major priority. At the same time, new technology and materials offer enhanced ways of researching and teaching this material. The Merritt Art faculty members are active artists as well as dedicated teachers, exposed to the latest information by their own work and by students who share new materials and techniques in the classroom.

Hopefully, as the budget situation improves, we can restore our cancelled classes and introduce new classes to expand the program. As dire as the situation is at the present time, the increasing numbers of retirees interested in professional-level continuing education offers a growing pool of students to be served by community college programs, which cannot not be ignored.

Recommendations include:

- adding fee base classes that will bring targeted communities to our campus in hopes of getting a new populace into our classrooms. This is more critical in Ceramics with the reductions as all of these classes are taught by adjunct. Art hopes to add new classes in art history that speak to today's student, as these will meet GE requirements in Area 3. The digital art area is one that has promise.
- developing a symbiotic relationship with other Merritt programs, such as Botanical Drawing has with Landscape Horticulture. Nursing students would benefit from taking Figure Drawing and Anatomy, for example. The Child Development Program and the Environmental Center also could benefit by having their students take art courses.

4. Instruction:

- Describe effective and innovative strategies used by faculty to involve students in the learning process. How has new technology been used by the department to improve student learning?

Combined sections in Art and Ceramics classes, while challenging to the instructor, offer a very effective way for beginning students to see the skills developed by more advanced students in incremental curricula, a “scaffolding” framework for learning and retaining students through a series of classes. Students in various sections (Beginning, Continuing, etc.) bond and support each other as they share classroom experience and move through the course offerings together.

(Our uniquely large classrooms provide the essential space for this kind of grouping.)

The hands-on experience itself—drawing, painting, working in clay—is an immediate and compelling involvement in the creative process.

Computer searches and computer-based and video presentations have greatly expanded possibilities for classroom teaching and learning and are used extensively by our faculty and students. The amount of information on the internet about Art History is an incredible resource.

Imagine a walk-through video of the Louvre.

E-mail communication facilitates closer interaction between student and instructor. For example,

Sherry Kwint-Cattoche encourages students to e-mail requests for anatomy images, master drawing reproductions, scans, etc. and to use and download images from the collection archives and databases at Museums (British & Metropolitan, etc...) and galleries.

- How does the department maintain the integrity and consistency of academic standards within the discipline?

The overall excellent quality of the instructors, artists who are well-known in their areas as well as dedicated to teaching, not only draw students from around the Bay Area, but also insure the highest quality of instruction. Departmental meetings and an active email exchange provide necessary communication and support from our administrators.

- Discuss the enrollment trends of your department. What is the student demand for specific courses? How do you know? What do you think are the salient trends affecting enrollments?

Fall							
	2004	2005	2006	2007	2008	CODE	Comments
1. Enrollment (duplicated)	517	449	523	461	522		More students in years where we are above 17 sections.
2. Sections (master sections)	18	17	19	17	18		In F09 we have cut to 16 sections
3. FTEF	4.69	4.54	5.10	4.51	4.34		
4. FTES	71.30	62.69	70.66	65.28	71.41		
5. FTES/FTEF	15.20	13.81	13.85	14.47	16.47		Moving up significantly, now

							18.43 in F09.
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In Spring 2010, two more sections have been deleted, dropping our offerings to 14 sections. The full enrollment throughout the department, even of courses which were cancelled, attests to demand. Demand for watercolor classes continues to increase. Many requests have been made to offer another section of Botanical Drawing. The quality of the figure/anatomy and portraiture classes draws students from throughout the Bay Area.

- Are courses scheduled in a manner that meets student needs and demand? How do you know?

We offer classes in the daytime, afternoon, and evening, some being twice weekly, others which are once per week as well as a Saturday class. At this time, due to cancelled sections and lack of faculty, there is more demand than we are supplying. This is especially true of night classes, where students are working and cannot come to daytime classes.

Recommendations and priorities.

- Offer more classes, both additional sections of existing classes and new offerings.
- Hire additional adjunct faculty as needed.
- Hire a full-time ceramics instructor.

5. Student Success:

- Describe student retention and program completion (degrees, certificates, persistence rates) trends in the department. What initiatives can the department take to improve retention and completion rates?

Student Retention Rate <i>Students who do not withdraw or drop</i> By Ethnicity		
Ethnicity	Baseline Fall 2004-07	Fall 2008
Asian	88%	93% (74)
African American	74%	83% (53)
Filipino	76%	100% (3)
Hispanic/Latino	85%	75% (69)

Native American	82%	100% (4)
Other	71%	93% (14)
White	89%	91% (256)
Unknown	86%	94% (49)
Art Average	86%	89% (522)
College Average Fall 2008: 72%		

Student Retention Rate <i>Students who do not withdraw or drop</i> by Gender		
Gender	Art Baseline Fall 2004-07	Art Fall 2008
Male	82%	87% (114)
Female	87%	89% (385)
Not Supplied	84%	91% (23)

Student Course Completion Rate (SCCR) <i>Students who receive grades A, B, C or Credit</i> by Ethnicity		
Ethnicity	Baseline Fall 04-07	Fall 08
Asian	74%	88% (74)
African American	52%	72% (53)
Filipino	66%	67% (3)
Hispanic/Latino	74%	68% (69)
Native American	64%	100% (4)
Other	53%	79% (14)
White	75%	80% (522)
Unknown	67%	84% (49)
Art Average	70%	79% (522)
College Average Fall 2008: 60%		

Student Course Completion Rate (SCCR) <i>Students who receive grades A, B, C or Credit</i> by Gender		
Gender	Baseline Fall 04-07	Fall 08
Male	64%	76% (114)
Female	74%	81% (385)
Not Supplied	69%	70% (23)

Our retention and completion rates are very high, and increasing, a testament to the quality of our instructors and curriculum as well as increasing demand for arts courses.

- What are the key needs of students that affect their learning? What services are needed for these students to improve their learning? Describe the department's efforts to access these services. What are your department's instructional support needs?

Key needs are: basic education and study skills; financial support to afford materials; adequate facilities; and quality curriculum and instruction. Many younger students lack the first and second components, conditions that affect the entire college, not just art classes. This must be addressed at the college level rather than the departmental level, although our instructors work individually with students in their classes. Support for facility needs must also come from the college and district.

- Describe the department's effort to assess student learning at the course level. Describe the efforts to assess student learning at the program level. In which ways has the department used student learning assessment results for improvement?

Art Faculty recently participated in a Staff Development Workshop in writing SLOs facilitated by Kim Thoman and Jon Drinnon. Instructors assess student learning at the course level by project completion and portfolio reviews (studio classes) as well as traditional tests and grading (Art History). Program level assessments are also accomplished using course-embedded methods: portfolios, presentations, essays, projects.

- Recommendations and priorities.

Most faculty in our department teach classes that no other faculty teach. For this reason, dialogue among faculty on using results of course-level assessment for improvement isn't useful. The exception is Ceramics. We offer more than one section of beginning level ceramic classes. During department meetings this dialogue can occur.

6. Human and Physical Resources (including equipment and facilities)

- Describe your current level of staff, including full-time and part-time faculty, classified staff, and other categories of employment.

The Art Depart currently has two contract faculty.

There are three adjunct faculty in visual art and art history, and four in the ceramics area.

There is one half-contract art department teaching assistant, who works mostly in ceramics.

- Describe your current utilization of facilities and equipment.

Both A-122 and A-133 are not being used to full capacity.

A-122 (the visual arts room) is used Monday evenings, Tuesday morning, afternoon and evening, Wednesday afternoon, Thursday morning and afternoon, Friday and Saturday.

A-133 is being used only Tuesday mornings, Wednesday evenings and Fridays.

- Are the human and physical resources, including equipment and location, adequate for all the courses offered by your department (or program)? What are your key staffing and facilities needs for the next three years? Why?

Art needs a full-time instructor in Ceramics. Additional staffing would be hired to teach additional Art History courses and ceramics classes.

Art **desperately** needs the equipment that has been ordered and reordered more than once over the past three years from Measure A funds. This includes tv/dvd players, lcd projectors, office computer, printer, scanner, storage cabinets and other significant items. Software continually needs to be upgraded.

Lighting is obviously very critical to art curricula. To ensure student success, lighting in both Art A122 and A133 needs to be improved in two ways: by having the lights lowered approximately ten feet, to the bottom of the windows; and by replacing ineffective mini-blinds and anti-solar film with a translucent white glazing material, to increase the light level by a lampshade effect and eliminate direct sunrays. For the drawing classes and figure classes, new boom lighting with barndoors and reflectors are needed.

A133 needs an enclosed and ventilated spray booth for safe glazing. Additional electrical circuits and wiring is urgently needed. Also needed is the enlargement of the kiln room adjacent to A133 to accommodate the new kilns now on our campus. Art also needs a classroom with computer access for every student for digital art classes. This can be shared with other disciplines as well.

- Recommendations and priorities.

Staffing and equipment needs as listed above.

7. Community Outreach and Articulation

For vocational programs:

- Describe the department's connection with industry. Is there an Advisory Board or Advisory Committee for the program? If so, how often does it meet? Is the program adequately preparing students for careers in the field? How do you know?
- Have students completing the program attained a foundation of technical and career skills? How do you know? What are the completion rates in your program?
- What are the employment placement rates? Include a description of job titles and salaries. What is the relationship between completion rates and employment rates?
- What industry trends are most critical for the future viability of the program? How do you know? What are the implications of these trends for curriculum development and improvement?

For transfer programs:

- Describe the department's efforts in meeting with and collaborating with local 4-year institutions. Is the program adequately preparing students for upper division course work? How do you know?

These tables were created from information on Assist.org. They show that the Merritt Art Department is offering classes that satisfy the transfer student's needs.

This table (CSU) shows all the Merritt Art courses that can transfer as electives to the CSU system. In addition, it shows the courses that fulfill the CSU General Education: C1 requirement.

CSU Transfer Courses from Merritt

Dept	#	Title	Units	CSU GE: C1
Art	001	Introduction To Art History	3	X
Art	002	History Of Ancient Art (Prehistoric To 1100 A.D.)	3	X
Art	003	History/Medieval/Renaissance/Baroque Art 1100-1800	3	X

Art	004	History Of Modern Art (1800 To Present)	3	X
Art	009	History Of World Ceramics: Past And Present	3	X
Art	010	Inside/Outside: Cultures/Identities/Visual Artists	3	X
Art	011	History Of San Francisco Bay Area Art (1850-1990)	3	
Art	012	World Art: Visual And Historical Analysis	3	X
Art	015	California Art History, 1850-2000	3	X
Art	020	Beginning Drawing And Composition	2	
Art	021	Continuing Drawing And Composition	2	
Art	022	Intermediate Drawing And Composition	3	
Art	023	Advanced Drawing And Composition	3	
Art	024A-D	Special Projects: Drawing	2	
Art	025	Beginning Figure Drawing And Composition	2	
Art	026	Continuing Figure Drawing And Composition	2	
Art	027	Intermediate Figure Drawing And Composition	3	
Art	028	Advanced Figure Drawing And Composition	3	
Art	029A-D	Special Projects: Figure Drawing	2	
Art	030	Beginning Figure Drawing: Anatomy	2	
Art	031	Continuing Figure Drawing: Anatomy	2	
Art	032	Intermediate Figure Drawing: Anatomy	3	
Art	033	Advanced Figure Drawing: Anatomy	3	
Art	034A-D	Freehand Perspective Drawing	2	
Art	035	Beginning Portraiture	2	
Art	036	Continuing Portraiture	2	
Art	039A-D	Special Projects: Portraiture	2	
Art	048A-F	Selected Topics In Art	VA	
Art	049	Independent Study In Art	VA	
Art	050	Beginning Painting	2	
Art	051	Continuing Painting	2	
Art	052	Intermediate Painting	3	
Art	053	Advanced Painting	3	
Art	054A-D	Special Projects: Painting	2	
Art	060	Beginning Painting: Watercolor	2	
Art	061	Continuing Painting: Watercolor	2	
Art	062	Intermediate Painting: Watercolor	3	
Art	063	Advanced Painting: Watercolor	3	
Art	064A-D	Special Projects: Watercolor Painting	2	
Art	065A-D	Botanical Drawing	1.5-2	
Art	066	Beginning Pastel Drawing	2	
Art	067	Continuing Pastel Drawing	2	
Art	068A-D	Special Projects: Pastel Drawing	2	
Dept	#	Title	Units	CSU GE: C1
Art	080	Beginning Ceramics	2	
Art	081	Continuing Ceramics	2	
Art	082	Intermediate Ceramics	3	
Art	083	Advanced Ceramics	3	
Art	084A-D	Special Projects: Ceramics	2	
Art	085	Hand-Built And Raku Ceramics	3	

Art	086A-D	Special Projects: Hand-Built And Raku Ceramics	2	
Art	087	Ceramic Sculpture	3	
Art	088A-D	Special Projects: Ceramic Sculpture	2	
Art	089	Kiln Design/Construction & Primitive Firing Method	3	
Art	092	Introduction To Ceramics	3	
Art	093A-D	Art Presentation: Portfolio Dev/Gallery Installation	2	
Art	094	Concepts Of Three-Dimensional Design	3	

This table (UC) shows all the Merritt Art courses that can transfer as electives to the UC system. It also shows the courses that fulfill the UC Berkeley General Education requirements, the UC Berkeley American Cultures Requirement, and the UC Davis General Education requirements.

UC Transfer Courses from Merritt

Dept	#	Title	Units	UC BERKELEY (GE)	UC BERKELEY (American Cultures)	UC DAVIS (GE)
Art	001	Introduction To Art History	3	X		X
Art	002	History Of Ancient Art (Prehistoric To 1100 A.D.)	3	X		X
Art	003	History/Medieval/Renaissance/Baroque Art 1100-1800	3	X		X
Art	004	History Of Modern Art (1800 To Present)	3	X		X
Art	009	History Of World Ceramics: Past And Present	3	X		
Art	010	Inside/Outside: Cultures/Identities/Visual Artists	3	X		
Art	011	History Of San Francisco Bay Area Art (1850-1990)	3	X		
Art	012	World Art: Visual And Historical Analysis	3	X		
Art	015	California Art History, 1850-2000	3		X	
Art	020	Beginning Drawing And Composition	2			
Art	021	Continuing Drawing And Composition	2			
Art	022	Intermediate Drawing And Composition	3			
Art	023	Advanced Drawing And Composition	3	X		
Art	025	Beginning Figure Drawing And Composition	2			
Art	026	Continuing Figure Drawing And Composition	2			
Art	027	Intermediate Figure Drawing And Composition	3			
Art	028	Advanced Figure Drawing And Composition	3	X		
Art	030	Beginning Figure Drawing: Anatomy	2			
Art	031	Continuing Figure Drawing: Anatomy	2			
Art	032	Intermediate Figure Drawing: Anatomy	3			
Art	033	Advanced Figure Drawing: Anatomy	3	X		
Art	034A-D	Freehand Perspective Drawing	2			
Art	035	Beginning Portraiture	2			
Art	036	Continuing Portraiture	2			
Art	050	Beginning Painting	2			
Art	051	Continuing Painting	2			
Art	052	Intermediate Painting	3			
Art	053	Advanced Painting	3			
Art	060	Beginning Painting: Watercolor	2			
Art	061	Continuing Painting: Watercolor	2			
Art	062	Intermediate Painting: Watercolor	3			
Art	063	Advanced Painting: Watercolor	3			
Art	065A-D	Botanical Drawing	1.5-2			
Art	066	Beginning Pastel Drawing	2			
Art	067	Continuing Pastel Drawing	2			
Art	080	Beginning Ceramics	2			
Art	081	Continuing Ceramics	2			
Art	082	Intermediate Ceramics	3			

Art	083	Advanced Ceramics	3			
Art	085	Hand-Built And Raku Ceramics	3			
Art	086A-D	Special Projects: Hand-Built And Raku Ceramics	2			
Art	087	Ceramic Sculpture	3	X		
Art	088A-D	Special Projects: Ceramic Sculpture	2			
Art	092	Introduction To Ceramics	3			
Art	094	Concepts Of Three-Dimensional Design	3	X		

“Articulation with Hayward State”

Dept	#	Title	Units	Hayward State Course Title	HS Course Units
Art	1	Introduction to Art History	3	Art 1010: Introduction to World Art History	4
Art	2	History of Ancient Art	3	Art 1010: Introduction to World Art History	4
Art	3	History of Medieval, Renaissance, and Baroque	3	Art 1010: Introduction to World Art History	4
Art	4	History of Modern Art	3	Art 1010: Introduction to World Art History	4
Art	20	Beginning Drawing and Composition	2	Merritt Art 20 + Art 21 = Art 1113: Drawing I	4
Art	21	Continuing Drawing and Composition	2	Merritt Art 20 + Art 21 = Art 1113: Drawing I	4
Art	25	Beginning Figure Drawing and Composition	2	Merritt Art 25+ Art 26 = Art 1113: Drawing I	4
Art	26	Continuing Figure Drawing and Composition	2	Merritt Art 25 + Art 26 = Art 1113: Drawing I	4
Art	35	Beginning Portraiture	2	Merritt Art 35 + Art 36 = Art 1113: Drawing I	4
Art	36	Continuing Portraiture	2	Merritt Art 35 + Art 36 = Art 1113: Drawing I	4
Art	50	Beginning Painting	2	Merritt Art 50 + Art 51 = Art 1114: Painting	4
Art	51	Continuing Painting	2	Merritt Art 50 + Art 51 = Art 1114: Painting	4
Art	60	Beginning Painting: Watercolor	2	Merritt Art 60 + Art 61 = Art 1114: Painting	4
Art	61	Continuing Painting: Watercolor	2	Merritt Art 60 + Art 61 = Art 1114: Painting	4
Art	80	Beginning Ceramics	2	Merritt Art 80 + 81 = Art 1112: Ceramics 1	4
Art	81	Continuing Ceramics	2	Merritt Art 80 + 81 = Art 1112: Ceramics 1	4

“Articulation with Sacramento State”

Dept	#	Title	Units	Sacramento State Course Title	SS Course Units
Art	2	History of Ancient Art	3	Merritt Art 2 + Art 3 = Art 1A: Stone Age to End Middle Age	3
Art	3	History of Medieval, Renaissance, and Baroque	3	Merritt Art 2 + Art 3 = Art 1A: Stone Age to End Middle Age	3
Art	4	History of Modern Art	3	Art 1B: Renaissance to Present	3
Art	20	Beginning Drawing and Composition	2	Art 20A: Beginning Drawing	3
Art	50	Beginning Painting	2	Art 21: Painting Or Art 24: Watercolor	3
Art	60	Beginning Painting: Watercolor	2	Art 21: Painting Or Art 24: Watercolor	3
Art	70	Beginning Sculpture (No longer in Merritt catalogue)	2	Art 88: Sculpture	3
Art	80	Beginning Ceramics	2	Art 53: Beginning Hand-Built Ceramics	3

“Articulation with San Francisco State”

Dept	#	Title	Units	San Francisco State Course Title	SFS Course Units
Art	2	History of Ancient Art	3	Art 201: Western Art History I	3
Art	3	History of Medieval, Renaissance, and Baroque	3	Merritt Art 3 + Art 4 = Art 202: Western Art History II	3
Art	4	History of Modern Art	3	Merritt Art 3 + Art 4 = Art 202: Western Art History II	3
Art	80	Beginning Ceramics	2	Art 245: Ceramics 1	3

“Articulation with San Jose State”

Dept	#	Title	Units	San Jose State Course Title	SJS Course Units
Art	2	History of Ancient Art	3	Merritt Art 2 + Art 3 = Art History 70A: Prehistory-Medieval	3
Art	3	History of Medieval, Renaissance, and Baroque	3	Merritt Art 2 + Art 3 = Art History 70A: Prehistory-Medieval Merritt Art 3 + Art 4 = Art History 70B: Renaissance-Modern	3
Art	4	History of Modern Art	3	Merritt Art 3 + Art 4 = Art History 70B: Renaissance-Modern	3
Art	20	Beginning Drawing and Composition	2	Art 24: Beginning Drawing	3
Art	22	Intermediate Drawing and Composition	3	Art 25: Expressive Drawing	3
Art	30	Beginning Figure Drawing: Anatomy	2	Art 55: Life Drawing	3
Art	50	Beginning Painting	2	Art 61: Beginning Painting	3
Art	80	Beginning Ceramics	2	Art 46: Intro to Ceramics	3
Art	81	Continuing Ceramics	2	Art 47: Intro to Metal Smithing	3

“Articulation with UC Berkeley”

Dept.	#	Title	Units	UC Berkeley Course Title	UCB Course Units
Art	2	History of Ancient Art	3	Merritt Art 2 + Art 3 = Art History 10: Introduction to Western Art: Ancient to Medieval	4
Art	3	History of Medieval, Renaissance, and Baroque	3	Merritt Art 2 + Art 3 = Art History 10: Introduction to Western Art: Ancient to Medieval	4
Art	4	History of Modern Art	3	Art History 81: Introduction to Modern Art (for Non-Majors)	4

“Articulation with UC Davis”

Dept	#	Title	Units	UC Davis Course Title	UCD Course Units
Art	1	Introduction to Art History	3	Art 10: Art Appreciation	3
Art	2	History of Ancient Art	3	Art History 1A: Ancient Mediterranean Art	4
Art	3	History of Medieval, Renaissance, and Baroque	3	Art History 1B: Medieval & Renaissance	4
Art	4	History of Modern Art	3	Art History 1C: Baroque to Modern Art	4
Art	20	Beginning Drawing and Composition	2	Art 2: Drawing I	4
Art	21	Continuing Drawing and Composition	2	Art 2: Drawing I	4
Art	22	Intermediate Drawing and Composition	2	Art 2: Drawing I	4
Art	23	Advanced Drawing and Composition	2	Art 2: Drawing I	4
Art	30	Beginning Figure Drawing: Anatomy	2	Art 4: Life Drawing	4
Art	31	Continuing Figure Drawing: Anatomy	2	Art 4: Life Drawing	4
Art	32	Intermediate Figure Drawing: Anatomy	3	Art 4: Life Drawing	4
Art	33	Advanced Figure Drawing: Anatomy	3	Art 4: Life Drawing	4

- Note that the table, “All Merritt College Art Courses” shows the CAN and IGETC courses.

For all instructional programs:

- Describe the department’s effort to ensure that the curriculum responds to the needs of the constituencies that it serves.

We offer GE classes (Art History both on campus and as a contract class at Skyline High School) and younger students are taking studio classes and developing portfolios in support of a career in the arts or transfer to a four-year program.

The Art Department is continuing to respond to the growing demands for its classes, both by students looking to fulfill their educational goals in a professional arts career and those students wishing to develop new skills.

We are developing several certificate programs in areas of greatest interest.

RECOMMENDATIONS AND PRIORITIES.

- Expand the marketing of the Art Department offerings.
- Develop relationships with other Merritt instructional programs.
- Funding and support for a departmental website is imperative.

Instructional Program Review Resource Needs Reporting Template

Division: Humanities & Social Sciences-Division I		Department/Program: ART		Contact: David Morales	
Item Identified in Program Review (justification)	Human Resources (Staffing)	Physical Resources (Facilities)	Technology and/or Equipment	Supplies Budget	Current
#3 Curriculum, #5 Student Success	Additional adjunct Faculty as needed				Addi in D Histo
#4 Instruction. #5 Student Success	Contract position in Ceramics				
#6 Human and Facility Resources		Additional electrical outlets in A-133			
#6 Human and Facility Resources		Partitioned glaze area and spray booth for Ceramics			
#6 Human and Facility Resources		Remove window film and mini-blinds in A-122 and replace with whitewash product.	Boom lighting, two stands with barndoors and reflectors.		
#6 Human and Facility Resources			TV/DVD player, 2 LCD projectors		
#6 Human and Facility Resources			Computer, printer and scanner for A-122		
#7Community Outreach	Departmental Website-design and support				

Program Review, February 2010
Art
Addendum for Student Learning Outcomes

Program Level:

- Satisfy educational goals (fulfill GE requirement for UC and CSU transfer, succeed in advanced art studies).
- Produce professional quality work (develop a portfolio for additional education or professional application, produce work for sale or entry in professional shows).
- Develop visual awareness and perception (identify, recognize and evaluate visual elements and relationships; enjoy increased visual awareness of the world).
- Use developed abilities and skills in creative problem-solving.
- Select and use appropriate art materials and tools (access and assess art resources, develop art-based classroom activities for elementary education and other vocational enhancement).
- Have an increased awareness of and appreciation for art and artists in the community (awareness of local galleries and museums, more informed decision-making in regard to public art, respect connectedness and diversity of art and artists).
- Enjoy an enriched personal life through creative self-expression and confidence in self-expression.

Course Level:

ART 1 INTRODUCTION TO ART HISTORY

- Explain and expand on the philosophical definition of art as FORM embodying FEELING to express an IDEA using examples.
- Describe how art communicates pleasure, can be pleasurable, and is the basis for ritual, and for the combining of decorative with practical functions.
- Identify and describe some specific art historical examples within the spectrum of differences between Romantic vs. Classical art historical traditions.

ART 4 HISTORY OF MODERN ART (1800 TO PRESENT)

- Describe and discuss art forms, major artists, styles and content of the period studied.
- Compare and contrast the different art movements of the period studied, and analyze contributions and parallels to current art trends.

ART 20 BEGINNING DRAWING AND COMPOSITION

- Delineate simple objects in space accurately in various media, such as graphite, charcoal, conte, ink or pastel.
- Use value gradation to draw spheres, cylinders, and cones, using the 4 aspects of the logic of light.
- Demonstrate an understanding of mass areas and positive/negative spaces.

ART 21 CONTINUING DRAWING AND COMPOSITION

- Demonstrate through renderings an awareness of basic simple forms within more complex forms.
- Create a balanced drawing.
- Using correct terminology explain the use of the elements and principles of 2-D composition in a master's work.

ART 22 INTERMEDIATE DRAWING AND COMPOSITION

- Create a portfolio of finished, balanced works that involve the beginnings of a personal approach and greater self-expression.
- Demonstrate an awareness of the dynamics of space, such as deep space, shallow space, reconciliation of 2 and 3-D, mixing of viewpoints and eye-levels, influence of size and scale, effect of light and shadow and other tonal and textural contrasts.

ART 23 ADVANCED DRAWING AND COMPOSITION

- Apply personal preferences of style and subject matter in developing a portfolio of work.
- Demonstrate an understanding of the dynamics of space, such as deep space, shallow space, reconciliation of 2 and 3 dimensional, mixing of viewpoints and eye-levels, influence of size and scale, effect of light and shadow and other tonal and textural contrasts.

ART 24 SPECIAL PROJECTS: DRAWING

- Evaluate personal style and set personal/professional goals, consulting with instructor.

ART 25 BEGINNING FIGURE DRAWING AND COMPOSITION

- Distinguish gesture, contour, and negative space approaches to drawing the figure.
- Demonstrate awareness of proportional relationships.

ART 26 CONTINUING FIGURE DRAWING AND COMPOSITION

- Distinguishes and applies techniques for long and short poses.
- Analysis and application of line and tone, light and shadow.

ART 27 INTERMEDIATE FIGURE DRAWING AND COMPOSITION

- Draw accurate proportions of a particular human figure, in short and long poses describing the rhythm, balance and weight of a pose.
- Apply accurate foreshortening/perspective in drawing the figure.
- Use a range of values, accurately depicting the flow of light on the figure.
- Include in their drawings an interaction of the figure with drapery, clothing, additional elements of the environment.
- Produce a group of drawings that functions as a series, in form and/or content.

ART 28 ADVANCED FIGURE DRAWING AND COMPOSITION

- Formulate original and meaningful compositions consistent with the techniques and elements of the drawing.
- Apply critical analysis and evaluation of their own and other's works. Correct and resolve weaknesses in their drawings.
- Produce a portfolio of drawings, at a consistent level of skill, possessing a personal point of view and style for professional or transfer purpose.

ART 29 SPECIAL PROJECTS: FIGURE DRAWING

- Create expressive and varied figurative compositions.
- Apply linear, tonal, and measurement techniques to create dimensional, proportioned and foreshortened figures.

ART 30 BEGINNING FIGURE DRAWING: ANATOMY

- Differentiate and demonstrate linear and tonal drawing techniques to describe gesture and proportions of the figure.
- Locate and identify anatomical information drawing the figure.

ART 31 CONTINUING FIGURE DRAWING: ANATOMY

- Identify and synthesize gesture and anatomical landmarks to describe a specific model, using linear and tonal applications of drawing media.

Art 32: INTERMEDIATE FIGURE DRAWING: ANATOMY

- Illustrate ability to use anatomical information describing the foreshortened figure.
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Art 33: ADVANCED FIGURE DRAWING ANATOMY

- Demonstrate a consistent level of anatomical accuracy drawing proportioned, foreshortened figures.

ART 34 FREEHAND PERSPECTIVE DRAWING

- Demonstrate through drawings in various media an understanding of linear perspective and its applications in depicting three-dimensional objects and spatial relationships.
- Produce a portfolio of drawings for personal/professional use.

ART 35 BEGINNING PORTRAITURE

- Analyze and identify cranial and facial structures and illustrate proportional relationships of the features.
- Distinguish linear and tonal media techniques and apply them to describe light, shadow and dimensionality.

ART 36 CONTINUING PORTRAITURE

- Identify and differentiate specific measurements and characteristics that capture an individual's likeness, using drawing media.

ART 39 SPECIAL PROJECTS: PORTRAITURE

- Demonstrate a consistent level of capturing a likeness using a range of drawing media techniques.
- Create a series of works illustrating a variety of facial perspectives and compositional designs.

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ART 48ON ADVANCED CERAMIC SCULPTURE

- Students will design a series of projects, selecting appropriate clay bodies, planning for the different forming stages of clay, choosing correct tools and methods for modeling and surface finishing, and utilizing a range of kiln firings.

ART 50 BEGINNING PAINTING

- Use painting materials and tools, appropriately and safely.
- Demonstrate a beginning level understanding of the principles and elements of visual composition.
- Work from a variety of subject matter and techniques and styles to make paintings.
- Depict volume, form, and space using value relationships and the principles of atmospheric perspective.

ART 51 CONTINUING PAINTING

- Demonstrate an understanding of color theory and harmonies in choosing pigments and using color relationships to create a desired expression.
- Create paintings that use compositional elements and relationships to create a desired effect.

ART 52 INTERMEDIATE PAINTING

- Paint pictures that demonstrate a consistency in mark making.
- Identify and discuss cultural and historical painting styles in specific examples.
- Identify and discuss compositional techniques in specific examples.
- Explain and justify their painting solutions.

ART 53 ADVANCED PAINTING

- Identify and discuss cultural and historical painting styles in specific examples.
- Identify and discuss compositional techniques in specific examples.
- Present finished projects that demonstrate their process of painting, showing a greater clarity in personal imagery and style.

ART 54 SPECIAL PROJECTS: PAINTING

- Evaluate personal style and set personal/professional goals.
- Incorporate new elements in developing a personal style and focus.
- Produce a group of finished paintings that demonstrate a developing personal style, for portfolio use.

ART 60 BEGINNING PAINTING: WATERCOLOR

- Use color theory, subtractive pigment mixing, and basic drawing skills to produce a series of paintings.
- Demonstrate competence in a variety of basic watercolor techniques.

ART 61 CONTINUING PAINTING: WATERCOLOR

- Distinguish and use color and value relationships, limited pigment palettes, and appropriate techniques to create expressive paintings.
- Analyze a variety of subject matter and apply compositional principles to produce a balanced painting.

ART 62 INTERMEDIATE PAINTING: WATERCOLOR

- Understand and use elements of color theory, design and composition to create a balanced, expressive painting.
- Produce a portfolio of paintings which demonstrate technical competence appropriate for advancement to the next level.

ART 63 ADVANCED PAINTING: WATERCOLOR

- Identify and apply various watercolor techniques, color theory and design principles to create larger, more complex watercolor paintings.
- Use the associative and symbolic qualities of color to create expressive mood in watercolor paintings.
- Produce a portfolio of paintings which demonstrate technical competence appropriate for advancement to the next level.

ART 64 SPECIAL PROJECTS: WATERCOLOR

- Evaluate personal style and set personal/professional goals, consulting with instructor.
- Produce a portfolio of work for personal/professional use.

ART 65 BOTANICAL DRAWING

- Create visually accurate renderings of plant materials, demonstrating technical competence and understanding of compositional considerations.
- Produce a portfolio of finished work to for advancement to the next level of instruction or for personal/professional use.

ART 66 BEGINNING PASTEL DRAWING

- Demonstrate an understanding of color theory and application in chalk pastel techniques.
- Create a portfolio of finished pastel drawings which show the ability to successfully enter and complete the next level.

ART 67 CONTINUING PASTEL DRAWING

- Select and use color harmonies and pastel techniques to create expressive mood in a drawing.
- Distinguish differences of style, composition and technique in historical and contemporary pastel drawings.

- Create a portfolio of finished pastel drawings which show the ability to successfully enter and complete the next level.

ART 68 SPECIAL PROJECTS: PASTEL DRAWING

- Evaluate personal style and set personal/professional goals, consulting with instructor.
- Produce a portfolio of work for personal/professional use.

ART 80 BEGINNING CERAMICS

- Students will be able to identify the correct sequence of the forming stages of clay, select appropriate working methods for each stage, and choose among decorating and glazing techniques for different types of kilns and firings.

ART 81 CONTINUING CERAMICS

- Students will be able to select the correct forming stage of clay, choose appropriate working methods for each stage, and plan decorating and glazing for different types of kilns and firings.

ART 82 INTERMEDIATE CERAMICS

- Successfully create ceramic objects that demand skillful control of the medium and its processes.
- Use visual language to discuss the historical and aesthetic aspects of ceramics.

ART 83 ADVANCED CERAMICS

- Create advanced ceramic work that displays greater scale and complexity of elements.
- Research and develop a body of work to create a professional portfolio presentation.

ART 84 SPECIAL PROJECTS: CERAMICS

- Evaluate progress in developing personal style and achieving goals.

ART 87 CERAMIC SCULPTURE

- Students will be able to select appropriate clay bodies for sculpture, identify the different forming stages of clay, choose correct tools and methods for modeling and surface finishing, and discuss the results of kiln firings.

ART 88 SPECIAL PROJECTS: CERAMIC SCULPTURE

- Students will design advanced projects in ceramics, demonstrate knowledge of concepts and history in clay art practice, choose appropriate clay bodies for sculpture, utilize different forming stages of clay, select correct tools and methods for modeling and surface finishing, and employ a range of kiln firings.

ART 144A DIGITAL ART

- Students can train themselves on an image editing or painting program, including finding online tutorials and other resource materials to support their training.
- Students can teach themselves to use a software tool through trial and error.
- Students use appropriate file type and size for print and for viewing on a computer.

- Students can develop a systematic method of organizing, saving and naming files as they work to create an image. Files are named and/or numbered in such a way that it is easy to identify them.

ART 144B DIGITAL ART

- Students can train themselves on an image editing or painting program, including finding online tutorials and other resource materials to support their training.
- Student can “make a picture” that utilizes the horizontal and vertical elements as a unifying or grounding principle.
- Student can create an image that shows dimension and volume by using the logic of light.
- Students can explain the principle of proximity.