

Arts Division

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1. Describe program review processes that inform your division's efforts to improve program or discipline student learning outcomes.

The Division of the Arts surveys students at the end of each term to evaluate classes and instructors. The results are reviewed by the Chair and by individual faculty and discussed at faculty/staff meetings to glean information about instructors, classes and programs that can be used to redesign and advance instruction and learning. Smaller faculty groups defined by discipline meet monthly or more often to review strategies and adjust plans during the term. As an arts division all students produce art work and researched, written essays in their area and present that work to the faculty, other students and the public during and at the end of each term in portfolios, exhibitions and concerts. These presentations are evaluated by the faculty as a whole to provide a practical assessment of the success of classes and program. Of course all students are evaluated with tests and researched essays as well and those tests collectively serve as indicators of learning and advancement. We are currently working with the college assessment team to help develop measurement standards, techniques and models to assess critical learning advances in the arts curriculum and incorporate those assessments techniques into our regular processes.

2. Based on assessments of program or discipline outcomes, what changes have been implemented since 2004 to increase student success and improve student learning?

In 2006 and 2007 all Arts faculty worked during the fall term to identify learning outcomes for specific disciplines within departments. We identified where each learning outcome is addressed in the curriculum, the methods and criteria that can be used to assess each outcome, the levels of expected performance from students and determined who will assess the outcomes.

In 2008 and 2009 the arts division advanced their assessment model by working with the college assessment team to help develop measurement standards, techniques and models to how assess critical thinking and learning advances are facilitated in the arts curriculum. During 2010 the Arts Division will work to incorporate this new model into our assessment practices.

Based on results from the current assessment processes the division has:

1. Developed and partially implemented a new plan to integrate all facets of the Media Arts Program to enhance efficiency, reduce duplication and increase interactive learning among disciplines to better reflect real-world business practices and better prepare students to work in multiple professional arenas. This plan includes new integrated labs and facilities.
2. Based on student demand and articulation needs of universities we have developed two new career technical certificate programs in Web Design and New Media Journalism and initiated their integration into Media Arts by including them in the 2010 catalogue as "Suggested Courses of Study" until they are fully approved by the state.
3. Developed 3 new Printmaking and Fibers classes to enhance that program which has also been integrated with 2D and 3D programs to enhance efficiency and increase interdisciplinary support for visual literacy throughout the curriculum.

4. Developed 4 new photography classes in 2D Arts area and 4 new photography classes in journalism to support student demand and enhance student learning in visual studies in ways that support the larger visual curriculum in Arts and other disciplines.
5. Based on student need, we explored potential and developed new on-line courses to serve a larger and broader contingent of learners beyond the physical campus. These include a new web design course, two new photo-history course and expansion of Art History on-line offering developed in 2007-08.
6. To respond to the student need to be better prepared for college, we developed an extensive ArtsWork in Education program in area middle and high schools in Eugene, Cottage Grove and Springfield that develops learning relationships between high school students and Lane teaching artists and thus extends the reach of our pedagogy and our teachers beyond the campus and into the larger community. ArtsWork teachers have trained more than 300 high school teachers and administrators in arts integration best practices and regularly work with public school teachers to redesign curriculum in core academic classes to include arts learning processes. Our teachers work in 40 classrooms serving approximately 1,000 students each week. This program provides a service that enhances student performance across disciplines and serves as an impetus and recruiting tool to direct high school students to articulate to colleges and universities after graduation.
8. Responded to student needs as stated in assessment documents to develop programs that bring our work and art to the public including: Establishing an annual faculty exhibition at the Gallery at the Airport October through December; Displaying a major exhibition of Lane sculpture (Students and Faculty) at the Jacobs Gallery at the Hult Center; Entering and winning the Bring Recycling annual art competition with a student created sculpture and developing a year-long student sculpture project to design, and build a new sculpture in the fountain at the entrance to Lane Community College.
8. Redesigned music curriculum to meet student demand to improve facilities and offer additional courses in keyboard, piano, group voice and gospel choir.
9. As requested by students, we enhanced the dance curriculum with new curriculum in African dance, hip hop, Balinese, Pilates and Continuum and by building a second dance studio.
10. At student request, we supported the development and operation of a new Student Arts Association to serve as a liaison between students and the Arts faculty and administration to articulate and advance student ideas for curriculum and program enhancement and design.
11. Responded to expressed student needs for aid in successfully negotiating and completing their studies and careers in the arts by developing a one credit "Arts Success" course in which division instructors share instruction by teaching different facets of the curriculum each week.