

Chapter 0: Alignment with College

How is your unit aligned with the college's goals?

Initiatives Discussion

Overarching Request:

A unified art space which houses classrooms, studios, labs, offices, etc. in one area.

Studio

Restore Jewelry Program

- Space already exists
- Integrates with 3-D program – one of tripod

Graphic Design

Add faculty position to teach:

- Typography
- Web design
- Computer/Web Design

Art History

Technical upgrades

- Data Projector
- CD's
- Digital
- Audio

Multimedia

Add faculty position

- Including instruction for Photography
- Including instruction for Journalism

Prioritization of Initiatives – How do you propose improving future performance?

High

- Unified art space
- Bolster full-time staff
- Restore Jewelry Program
- Graphic Design Position
- Broadcast Position

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Unit Planning Template: Instruction

Medium

- Expand 2D curriculum
- Art History technology
- Collaborative Learning Curriculum
- Art History Position

Other

- Lab assistant
- Gallery Director
- Print Studio Remodel
- Expand 3D
- Expand Multimedia curriculum
- Facilities upkeep

History/Significant Event

- New Art History Curriculum
- Art influenced by technology
- Addition of Multimedia and Journalism
- Joined with Multimedia
- Investment in instructors being artists first
- Strong 2-D Foundation Program
- Comprehensive Studio Program
- Lost Broadcast Program/Lost Media Arts Department/Gained new Department
- Administrative Specialist laid off in Media Arts
- Creation of Arts Division\Loss of Department Chair
- Reorganization of department
- Division split
- Change of leadership
- Leadership Change
- Change of Department Head
- Loss of Department Head in 1988/Division Head was moved to Art Department
- Loss of Jewelry—Lost Jewelry Department – Metals/Jewelry cut/lost jewelry program/Jewelry Position cut
- Loss of Gallery Director/Gallery Director Position cut
- Loss of student aids
- Lost full time faculty
- League for Innovation
- Numerous recent retirements
- Long term retirements
- Lee
- July 25th, 1972, history is made as the artist "Lee" is born

Demographic Profile

Students tend to be . . .

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Unit Planning Template: Instruction

- Graphic Design: mostly women
- Adult students for personal enrichment
- Complex lives out of school
- More multimedia majors
- International student
- 90% of students are returning students with tons of problems
- Students with need of financial aid
- Variety: a mix of returning, non-traditional students
- Students ages are 17-70. Increase in female students in program
- Highly creative
- Journalism: younger, more males
- Pretty diverse, but mostly young
- Less skills, more problems, more heart than at the U
- Students with needs for instructional help
- Less Part-time and older; more full-time and younger
- Graphic Design: one-half take three years
- Here for many different reasons.
- Many are professionals looking for skills upgrading
- They're looking for a better life
- Graphic Design: late 20's; more female
- Graphic Design: Majority work part-time of F.T.
- Graphic Design: average age is 28

Faculty/Staff Contributions, Recognitions/Outside Linkages

- Gallery Committee—try to do activities which interface with those of other departments
- Numerous national exhibitions 67 Nordstrom's commissions
- Learning Community involvement
- League for Innovation
- Ceramics/Culinary Arts Bowls
- Co-op Ed Coordinator
- Working as a professional artist
- U of O AAA Board of Visitors
- Oregon Newspaper Publishers Association
- Still work as a professional in my field—outside contacts
- Core Committee activity
- Involved in "re-artisting" the LCC campus
- Training in community mediation
- Projects with U of O
- Engaged in the art community
- High school articulation
- Society of Newspaper Design
- Denali Advisor
- Community College Humanities Association representative
- Teach at the U of O Art Department

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Unit Planning Template: Instruction

- A pain in the side of administration
- Graphic Design: on co-op committees, in state-wide Graphic Design Education organization
- Contributing to design book
- Member of Coordinating Team on self-study
- Studio artist exhibits work
- Committee member in Professional Development
- Vice President for Professional Development – AAWCC
- Attending CAA Conference

What do you need in facilities and equipment?

Division Needs

- New building with spaces adequate to our needs
- Centralized office with administrative support across division in one location
- Large admin. offices
- Staff break room
- Separate break room in Art
- Lockers for students
- Larger cubbies for students
- More office space for instructors
- New Building for Art and Media
- New Combination Arts Bldg—Central
- More lecture room
- Automatic Door Opener on Bldg. 11
- New building with better lighting and acoustics
- Building for all of division
- Art Complex – to make us “one” Lee’s office at the center

Graphic Design

- Ongoing hardware, software, and upgrades
- Dedicated, safe facility

Studio Arts

- More storage space for props
- More office space
- Natural light in studios
- Safe easels
- Carts
- Larger classrooms, more sinks
- More sinks
- New building or at least remodel of existing studios
- New building – rim of campus
- New building – well-designed painting/drawing and printmaking studio
- Hot tub for Babe
- Studio for 2D classes

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Unit Planning Template: Instruction

- Printmaking classroom/studio
- More funds for project materials
- Longer classes – 4 hours
- New pottery wheels
- New wood lathe
- Larger sculpture facility
- Return of Jewelry and Metals to studio arts
- Studio designed with our needs in mind

Art History

- Larger lecture hall

Multimedia

- Journalism: digital camera
- Facilities (classrooms) expansion
- Budget for hardware/software upgrades
- More office space for multimedia

What do you need in terms of Curriculum?

Division

- More inter-disciplinary programs/classes
- Expand class offering: more sections for current offerings/open up classes to more non-majors
- Longer class hours
- Stricter pre-requisites
- Concrete funding source

Graphic Design

- More sections for first year students
- Advanced courses in type, digital imaging, etc.
- Return Publication Design to 3 credits

Studio Arts

- Art History/Studio Arts collaborative Learning Community
- Class with studio and art history combined
- Printmaking—add in Lithography press and stones
- I.D. of concepts taught in studio foundation courses
- Figure Painting
- Return of metals program – integrate all of 3-D sculpture/Ceramics/Metals
- Bring back metals and jewelry
- Bring back jewelry classes
- Full-time positions filled, including jewelry
- Jewelry Program Return

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Unit Planning Template: Instruction

- Coordinate 2-D foundation curriculum
- Coordinated core 2-D design program
- Require students to take more drawing classes
- More ceramics classes
- Mandatory landscape drawing/painting

Art History

- Art History/Studio Arts collaborative Learning Community
- Class with studio and art history combined
- Women in Arts course

Multimedia

- Add "Drawing for Media" to curriculum
- Non-Credit Photoshop course
- Broadcasting Program return

What Do You Need: Staffing?

Division

- Art Gallery Director
- Art Gallery Director
- Gallery Coordinator
- Patrick stays at least another year
- Patrick as chair
- Patrick for Division Chair
- Division Chair "Patrick"
- More lab assistants in multimedia/graphic design/studio
- Student work study assistants
- Janitorial service!
- One or more full-time faculty
- More full-time staff
- Hire outstanding faculty positions
- People with an enthusiastic attitude

Graphic Design

- Additional contracted faculty
- Additional G.D. full-time position
- Additional Graphic Design instruction

Studio

- Additional ceramics instructor
- Instructor for Perspective
- 2-D work study
- Additional Basic Design and Drawing instructors
- Lab Maintenance person

Lane Community College
Unit Planning Template: Instruction

- Cleaning the studio
- Fill all open studio faculty positions
- Fill full-time positions (including jewelry)
- Metals/Jewelry Full-time position

Art History

- Half time contracted

Multimedia

- Additional Digital Imaging Instructor
- Photography Dark Room proctor
- Additional Photography ins.

Priority Clusters – Other Discussion Items

- Concern about equity in voting (missing folks)
- Unified space
- Restoration of what lost—jewelry and broadcasting
- Graphic Design important

Where To From Here?

- Perkins Request (Rick and Thomas lead effort)
- TACT Fund Request – Art History upgrades (Betsy)

How long have you been at LCC?

.5
1, 1
2, 2, 2
4, 4, 4, 4
6
7
8, 8
9, 9
10
12, 12
16
17
21
25
27
Total 211.5

02-03 Successes in Department

- The students
- The students
- Islamic Art History course

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Unit Planning Template: Instruction

- Islamic Art – new course
- Good classes
- Great classes
- Great student show in spring
- My class was cancelled but then reinstated
- My color and design classes
- I'm still here
- Nobody died
- Some of us survived the cuts!
- I'm Back!
- We didn't kill each other
- Nobody killed anybody
- We survived (sort of !)
- We survived (sort of!)
- The pain finally went away
- New web page
- Implemented Banner
- Computerization of check-out loan system
- Painted design room
- The urinals were self-flushing
- First year for Gallery class
- New Gallery Class
- Teaching was awesome for me
- Pete retired; Frank hired
- To teach here more
- Gained opportunity for new beginning
- Patrick appointed interim chair
- Set up scholarship for a fibers students
- Balanced the budget in Art
- We didn't get differential pricing
- Media Arts joined with Art Department
- News of Media Arts merging into Art Department
- Met my colleagues
- Got to know more people
- Faculty Recognition Award

Brainstorming – How Department Relates to the Six College Values

VALUE 1: LEARNING

- Professional Development Program
- Inculcate the ability to structure complex non-linear sets of information

Lane Community College
Unit Planning Template: Instruction

- The Art Department has always held student learning as its priority
- Had good communication on fundamental curriculum amongst teachers
- Professional quality instruction in studio classes
- Put our students "first" in all we do!
- Faculty starting to further develop curriculum
- Student opportunity for growth
- Students learn state of the art
- Behavioral measures to evaluate progress
- Students going on with knowledge

VALUE 2: DIVERSITY

- Multi-cultural art history offerings/visual language that bridges cultures
- We have several campus art projects relating to diversity
- Any person is welcome
- GD Program is higher than average in women minorities and under represented groups
- Faculty is from different countries and backgrounds
- Diversity courses in non-western cultures
- Project of diversity painting involved every core committee on campus
- Bringing artists in from other cultures for campus art project
- Student diversity installation in Building 19
- Classes covering wide range
- Encourage different views =intellectual diversity

VALUE 3: INNOVATION

- Given freedom to experiment as long as core goals are met
- Built new classroom with all new technology
- New Gallery Class
- Ongoing evaluation of course content
- Electronic server for all class materials and assignments

VALUE 4: COLLABORATION & PARTNERSHIP

- Establish regular meetings/conversations
- Learning community participation, course collaboration
- Gallery committee
- Working to integrate concepts between 2 & 3D studio
- Outside artists gallery shows
- Student's projects put them in "real" world situations-business/community
- Started actively working with Arts, music, and theatre department

VALUE 5: INTEGRITY

- Try to communicate well
- Passionate, committed instructors

VALUE 6: ACCESSIBILITY

- Electronic server for all class materials and assignments

Lane Community College
Unit Planning Template: Instruction

- Taking as many students as possible – overflow
- Longer lab hours
- Students have opportunity to explore their own creativity
- Allow students in classes even when full (often)

Additional Comments on Values

- Thought innovation skinny. Falling back to just fundamentals. Lane has never felt shut down. Creativity encouraged.
- A little “low” on integrity. Not really low, busy with other things. Not perceived as integrity. Not seeing us as the visionaries we are. Or we knew we were prophets and went on.
- Top 2: Learning and Innovation championed by campus administration; in forefront
- Two most important were those we responded to first
- In spirit we strive for all, its been hard with budget cuts.
- All valuable. College focuses at different times on different ones
- Cluster on diversity=integrity
- Odd set of 6 words. If justify existence, number one is most important. Others 2-6 seem secondary
- If doing good job teaching and meaningful learning experience, that incorporates other 5
- Echo-Learning is first and integrity visual language and teaching access in critical manner
- Ditto
- Not necessarily a snapshot of department. Could have as many stickies on each one – visual folks
- Agree learning is highest value (others embody that)
- Just don’t talk enough among each other to know what doing-expect more stickers on integrity
- Had a bad year last year-reflects in integrity box. Situational thing
- Innovation relates to budget cuts
- These folks do have lots of integrity
- This all says teacher
- Agree with budget observation-innovation, diversity careful not to get caught up in rah, rah, of color diversity attend to intellectual diversity
- Arts are all about integrity. Problems, differences over integrity definitions, vision, and on the road to overcome

Brainstorming How Department Relates to 4 Strategic Directions (NOW)

FINANCIAL STABILITY

- Working to find permanent funding for gallery director and operations
- Paying for class materials out of my own pocket
- Maximize class enrollment
- Take additional students after class is “full”
- We fill or over-fill our classes
- Fill all our classes, promote programs, dept., division, college
- Take overflow in high income classes, i.e., Photo 1
- We have not filled several positions this year saving much money

Lane Community College
Unit Planning Template: Instruction

- Have taken our budget cuts as 2 departments
- Lost Jewelry Program
- Jewelry sacrifice
- Fill all our class
- Raised lab fees to cover equipment costs
- Track budget
- Question and control our expenses
- Self-support classes (even in studio area w/space restrictions)
- Self supporting classes

COLLEGE CLIMATE

- Build relationships with others on campus-serve on committees
- Gallery enlightens and encourages
- Promote Lane to public
- Use lots of inexpensive part-timers
- Campus LTD sculpture and gallery shows
- Bring art to campus-Site Specific Sculpture class
- "Take Flight" student project graces the main campus entry
- Promote art on campus
- Art across campus
- Offer relaxing classes
- Interface with other departments and groups to share art experience
- Inculcate personal creativity through creative thinking
- Our gallery and art on campus softens our prison-like campus
- We educate in classroom community
- Being available for students and staff
- Graphic Design program works with administration, departments, and organizations for graphic materials

INFRASTRUCTURE

- Art Department joining with Multimedia Department
- Serve on committees engaged in "the process"
- Attend meetings and volunteer when I can
- Participation in committees college wide

BWEL

- Advisory councils for Graphic Design and Multimedia

ADDITIONAL COMMENTS ON STRATEGIC DIRECTIONS

- The two that have the most stickers involve money. What are we here to do? Want to do something nice to campus – admits adversity
- All about money

Lane Community College
Unit Planning Template: Instruction

- About art enhancing campus
- Would like to know about BWEL if one of 4 strategic directions – how can we support it
- Many don't even understand #4 (BWEL)
- Art department visibility on campus
- Organization infrastructure – building it-combined two great departments – there is more organization involved
- Participate in learning centers – professional and builds relationships on campus
- Multimedia Tech-Professional-technical advisory committees communicate with outside world
- Co-ops/internships
- Speaks loudly to have permanent funding for the gallery – it “breaths” life into college and department
- Remembering when plays were packed and the crowd crossed over to the gallery which was then packed

LEARNING PRINCIPLES COMMENTS

- Intellectual diversity increases the diversity dimension
- Core abilities/learning principles go hand-in-hand
- Learning principles play into in-depth review (every 5 yrs)
- Create own destiny –shape our destiny
- Funding decisions based on alignment and ability to articulate being part of discussion relationship to what college is “all about”

ONE WORD DESCRIBING THE DEPARTMENT

- ✓ Creative, Creative, Creative, Creative, Creative
- ✓ Cool
- ✓ Diverse
- ✓ Survivor
- ✓ Whole
- ✓ Alive
- ✓ Positive
- ✓ Energy
- ✓ Artsy
- ✓ Fartsy
- ✓ Passionate
- ✓ Passion
- ✓ Visual
- ✓ Amazing
- ✓ Dedicated

Chapter 1: Unit Description

Who are you?

Art and Applied Design

Goals and Objectives

The Art and Applied Design Department mission is to serve community needs in general education, lower division college transfer, professional technical training, and personal enrichment by providing the very best broad-based curriculum in studio arts, art history, graphic design and multimedia.

Goals that support this mission are to:

1. Insure that offerings within a curricular area are comprehensive and consistent with student demand.
2. Introduce new technologies and theories within the current curriculum to maintain its vitality and viability.
3. Provide safe and adequate facilities, equipment, and materials necessary to the function of each course.
4. Promote humanitarian values and serve as a community resource.
5. Maintain cooperative relationships with other agencies and groups to enhance the quality of life within the district.
6. Champion the understanding of the historic and cultural significance of art.
7. Develop and maintain an effective department administrative and support staff.

The art department's goals relate directly to goals one through eight in the Lane Community College mission statement.

Educational Program

The Art and Applied Design Department offers comprehensive, high-quality programs in the fine arts, art history, graphic design and multimedia with approximately 85-90 class sections per term.

A broad range of courses in the fine arts provides for the development of personal skills and the cultural enrichment of students of all ages and academic inclinations, as well as the opportunity for in-depth study and studio experience for students seriously interested in furthering their abilities in one or more specific disciplines.

Graphic design, a two-year professional technical program leading to a certificate of completion and the associate of applied science degree, prepares students for entry-level positions in the field. An advisory committee of practicing graphic designers continually assists in evaluating and updating the program to meet current technological advances in the profession.

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Unit Planning Template: Instruction

Art history contributes significantly to the College's goal of providing a broad general education for the development of knowledgeable adults. The Art History Program fosters recognition of the plastic arts as a significant visual language historically, culturally, and cross-culturally. In a world that is increasingly exposed to and understood through visual media, emphasis is placed on the importance of critical evaluation.

College support for funding a director of the LCC Art Gallery was unfortunately eliminated several years ago. Only through the devoted volunteer efforts of Art Department faculty does the Gallery continue to exist and to present a series of stimulating contemporary exhibits and artist's lectures which are open to the public (please see Chapter 5: Initiatives.)

The strength of the Art and Applied Design Department's educational program resides in its diversity and interconnection. Flexible faculty members in all programs explore ideas and share expertise for the enrichment of students and faculty alike. The most severe undermining of our diversity occurred in 2002-03, when the entire Jewelry/Metals program, a full faculty position, and an aide position were cut from the College budget. It is a department priority to reinstate this crucial part of our 3D curriculum (see Chapter 5: Initiatives.)

Our Department's diversity and effectiveness would be enhanced by developing courses that link the studio, art history and pro/tech areas of our disciplines, and by establishing more interdisciplinary connections with other campus divisions. Models for this are the art history/graphic design Art 200 course in the Art Department, and the Learning Community Go for Baroque! course, which links art history, music, literature and history. In addition, increased course offerings in computer aided graphic design are needed to meet the rapidly changing technological demands in that field. The Graphic Design pro/tech program critically needs more contracted faculty (currently 1.25 FTE) in order to provide the highest quality service to our students and the community.

Increasingly, the public's first impression of our College occurs on-line. A priority for the Art Department and Arts Division is to establish an effective, handsome, and user-friendly website. We are working on updating and improving this important resource.

Currently the Department is holding a tenuous position, balanced between the demand for more productivity (higher FTE) with less funding, more administrative burden placed on faculty, and the necessity to preserve creditable, broad-range programs that provide students with safe, adequate facilities, extensive hands-on experience, good equipment and direct student-teacher interaction.

Instructional Staff

The faculty consists of 7.5 full-time contracted positions, one interim position and about 24 part-time instructors. The Department is presently conducting searches for three vacant contracted positions, to be filled beginning fall term 2004. In part due to Human Resources' decision to exclude part-time faculty from our searches this year, all of our contracted faculty are serving on one, two or more search committees. In addition to this responsibility: all studio instructors continue to work as professional artists (an essential part of faculty development and class preparation;) pro/tech faculty work to stay current on technological changes; and art history faculty continue to pursue research projects and curriculum development. All faculty try to be flexible to changing conditions and needs

Lane Community College
Unit Planning Template: Instruction

of the College, while remaining sensitive to the various and frequently changing needs of their students.

The recent adoption of the Banner system for on-line student evaluations of faculty and courses is problematical and unresolved. Within the Department we continue to collaborate in an informal process involving frequent faculty exchanges about classroom procedures, conditions and problems, and the viewing and evaluation of student work, which the department believes to be the best indicator of faculty effectiveness.

Financial Support

We in higher education all know that our financial situation has been dire. The increase in tuition and fees has adversely impacted course enrollment this year. The Art Department embraces President Spilde's hope that we might expect a somewhat more optimistic budgetary future, and we are heartened that this College has always supported the arts as fundamental for a solid education, and necessary for the health of the human soul.

Physical Facilities, Materials and Equipment

The art department occupies woefully inadequate facilities scattered across campus. This condition severely fragments the coherency of our Department and makes effective administration unwieldy if not impossible. The single new area funded through the last Bond is the Metals/Jewelry studio, which is currently unoccupied, unsupervised and not maintained by Art Department faculty or staff. Our fine arts studio spaces and the lone, marginally equipped art history lecture/projection classroom are located in Building 11, which was designed over thirty years ago for small math classrooms and unsuccessfully converted to studio space. With the exception of the kiln/foundry area, created through the volunteer efforts of past faculty and not housed in a large enough space, all of our physical facilities are below acceptable standards for safe and effective learning environments. A new Art building is a priority for the Department (please see Chapter 5: Initiatives.)

We intend to seek immediate address to the most severe of our facilities problems, in order to reestablish a safe environment for our classes.

Library and Learning Resources

The LCC Library has been successful thus far in maintaining an adequate acquisition program in areas pertinent to the department. Additionally, the graphic design program maintains a book, periodical, and learning resource library of over 250 books and ten periodicals.

The Art & Applied Design Department's slide collection comprises approximately 20,000 35mm. slides, available for department, College and community use. It has become more difficult to attain work/study assistance to maintain and develop the AAD slide collection, but the AAD slide curator continues efforts to enhance this resource, and is currently working on an updated computer catalogue system. In the future, we recommend that the College investigate and inaugurate the adoption of 21st-century technology that will support and enhance all of our curricula campus-wide.

Administration

Our administrative organization for 2003-04 is as follows:

1. a highly capable administrative specialist who is responsible for the day-by-day management of the department and who provides on-going and immediate support for students, faculty and the administration. Her job is significantly complicated by the scattered physical locations of departmental programs and areas.
2. a highly capable administrative coordinator, whose office, however, is located in a building distant from our administrative specialist and completely unconnected to any of our curricular areas.
3. a highly capable interim division chair who is spread too thin among his responsibilities to the Art Department, MDTA and the Health and Physical Education Division, and who has the added tasks of providing effective advocacy and of re-affiliating the Arts Division this year.

The administrative changes in the last two years have exacerbated structural uncertainty within the department, a problem that has persisted since the retirement of the department chair in 1987. Since moving to the Division Chair system, the department has been seeking adequate administrative support from above, and a mechanism to deal with the added administrative workload that the faculty bears. In line with FASP contract stipulations, the department continues to work towards defining lead support positions in a functional and equitable manner. As the administrative workload continues to shift toward faculty responsibilities, it is essential that a viable mechanism be put in place to assure that both the College's business and the business of teaching students are conducted satisfactorily.

The Art & Applied Design Department is a complex organism of interrelated but widely diverse programs, each with its own quite distinct curricular and facilities requirements. With our merging with Multimedia this year, the Art Department now includes two professional/technical programs, along with our varied studio and lecture/discussion offerings. Creating an effective organizational and collegial structure for this new incorporation is rewarding, but also time-consuming and challenging. Further complicating our current administrative situation is the pending re-affiliation with MDTA, which will require considerable and concerted effort on the part of faculty and staff. We are also anticipating the complexity of conducting a Division Chair Search.

In setting department policy, establishing goals and objectives, and complying with college policy, a team approach and consensus decision-making are the favored ways of conducting department business. We can only achieve this goal with adequate administrative support, facilitation, and strong advocacy.

Students

Lane's Art Department provides students with a strong foundation in the plastic and visual arts upon which they can build careers in the arts. Many LCC art students continue to pursue their education at four-year institutions or are accepted into art colleges and institutes. Equally impressive is the success of our students who apply the practical and critical skills honed through our arts programs to

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Unit Planning Template: Instruction

other careers and to enriching their life experience. Our students continue to win national recognition in the prestigious League for Innovation National Student Art Competition.

There is a slight drop in student enrollment numbers in terms of class demand this year compared to 2002-03. This is consistent with the College-wide enrollment drop. At this point it is difficult to gauge the overall effect of the significant tuition increase for 2003-04, and the concurrent change to the Banner on-line registration system.

Special Services and Activities

The department engages in a number of activities that benefit the College and the community. These include committee memberships in local and regional art organizations, exhibitions selection, workshops, lectures and presentations, design consulting, technical advising, academic and career advising, and employment referrals for many area businesses.

Scholarship and Research

The mainstay of department research is the continual production of work by individual artist/teachers. Since the workload assignment shift that occurred four years ago, this research time has become increasingly hard to come by. However, our faculty continue to remain active within their fields: having gallery and museum shows of their work, executing public commissions, being invited guests to international art symposia, developing research projects, and documenting this through publications or showings of the work, taking classes and workshops and attending conferences within their fields through the professional development program, and developing new course curricula.

The art faculty continues to assert that studio and research time is absolutely essential in creating a viable, energetic and contemporary learning environment for our students. After all, it is what we create on our own which feeds and informs what we have to offer students.

Since 1992 the graphic design program has surveyed the local design community on salary and career information and shared this with both students and the community. In addition, the graphic design coordinator co-founded a state-wide organization of Oregon community college design educators in 1990. This group has been meeting twice annually since then to share information and explore educational issues.

Summary

The department's strengths reside in a comprehensive program for college transfer, professional technical training and personal enrichment, and in a flexible, talented faculty of practicing professional artists/scholars/teachers.

Departmental weaknesses include a deteriorating physical plant with inadequate, overcrowded facilities that require excessive faculty time for upkeep, and increasing administrative demands on faculty time. These responsibilities significantly detract from the time and attention faculty can devote to students and instruction.

If the Art Department faculty is to continue to be innovative in the programs that we present, we need safe and appropriate facilities, effective advocacy, and adequate financial and administrative support.

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Art and Applied Design Contracted Faculty						
Name	Highest Terminal Degree				University/College Year Degree Received	Total Yrs Teach Exper
	DR AA/AAS	MST	BCH		Field of Study	
Grosowsky, Adam		X			Evergreen – Printmaking	17
Hughes, Teresa			X		University of Oregon-Telecommunications/Film	6
Imonen, Lee		X			Willamette University-Sculpture	9
Lowdermilk, Susan		X			Colorado State-Printmaking	7
Motouji, Satoko		X			University of Oregon	19
Rubick, Thomas		X			Kent State University	21
Simms, Merrick		X			University of Oregon	10
Vander Schaaf, Elizabeth		X			University of California at Santa Barbara – Art History	24

Chapter 2: Program Outcomes (Curriculum)

What does your program intend to do? What does the learner acquire after completing your program? How does your program contribute to enhancing the core abilities (as defined in the catalogue) of the learner?

Multimedia

Purpose: To prepare students with skills for entry-level positions in the media industry, and for careers in multimedia design and production. Typical positions include work with computer software, video and graphic images, animation, text, and data, or creating web pages, computer-based training, interactive advertising, and games on cd-rom.

Learning Outcomes The graduate will:

- design computer applications incorporating multiple forms of media such as text, graphics, audio, video, and animation.
- understand the concept, potential and implications of communicating ideas using computer-based interactive media technology.
- become proficient in developing and applying effective visual design strategies for creating interactive multimedia, animation, games, web sites, and computer-based training for delivery over the Internet and CD-ROM.
- have additional skills in one or more emphasis area: software, design, or media.
- [insert library and information resources outcome here]
- [insert math outcome here]

Graphic Design

Purpose: To prepare students with skills for entry-level positions in the media industry, and for careers in multimedia design and production. Typical positions include work with computer software, video and graphic images, animation, text, and data, or creating web pages, computer-based training, interactive advertising, and games on cd-rom.

Learning Outcomes The graduate will

- design and produce a variety of projects including advertising, publications, and websites.
- demonstrate proficiency in software applications used in the industry.
- demonstrate knowledge of pre-press technology and practices.
- demonstrate knowledge of standard professional standards.
- [insert library and information resources outcome here]
- [insert math outcome here]

Chapter 3: Program Outcomes Data (Student, Fiscal,.....)

What were the results of providing your program as it relates to student enrollment, student success, and cost efficiencies? Program self study will also include assessment of program outcomes as defined in chapter 2.

**Provide data that describes what you did in the last planning cycle without analysis (that is done in Chapter 4)*

➤ Enrollment data

- Program Level: Student FTE

Art History: 42.05
Studio Arts: 281.02
Graphic Design: 56.50
Multimedia: 139.96

- Course Level: Student FTE
- Student FTE/Faculty FTE ratios

Art History: 26.28
Studio Arts: 16.60
Graphic Design: 26.32
Multimedia: 14.35

- Capacity Analysis

➤ Student Success Data

- Student Retention ratios
- Student Completion ratios

➤ Demographic profile of students

Graphic Design

Total Core		Female		Male		Minority		Disabled		Acad/Econ Disad		Total Spec.
		#	%	#	%	#	%	#	%	#	%	#/%
2002-03												
Certificate	19	15	79%	4	21%	1	6%	1	5%	10	53%	11/58%
AAS	128	77	60%	51	40%	15	13%	2	2%	89	70%	92/96%

Multimedia

Total Core		Female		Male		Minority		Disabled		Acad/Econ Disad		Total Spec.
		#	%	#	%	#	%	#	%	#	%	#/%
2002-03												
Certificate	30	9	30%	21	70%	7	27%		%	13	43%	29/97%
AAS	151	59	39%	92	61%	23	17%	3	2%	103	68%	142/94%

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➤ Budget

- General Fund:
 - Actual Costs

Art History: \$120,071

Studio Arts: \$1,138,827

Graphic Design: \$215,056

Multimedia: \$343,553

- Revenues (Course Fees,.....)

Art History: \$71,256

Studio Arts: \$550,920

Graphic Design: \$91,770

Multimedia: \$185,874

- Cost/Student FTE

Art History: \$2,873

Studio Arts: \$ 3,820

Graphic Design: \$5,436

Multimedia: \$3,822

- Restricted Fund: Fund 8 (Grants,.....)
 - Costs
 - Revenues
- Restricted Budget: Fund 9 (Tuition-based sections,.....)
 - Costs
 - Revenues

➤ Facilities/Equipment

- Space Description
- Utilization Ratios (actual/available)
- Equipment Inventory
- Replacement Cycles

➤ Other basic approaches you might take *:

1. Needs Assessment
2. Satisfaction Assessment
3. Assessing Learning Outcomes
4. Environmental Assessment
5. Assessing Cost Effectiveness
6. Dropouts Assessment (program or college)

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7. Post-Completion Follow-up Assessment

➤ Methods of assessment you might use:

1. Qualitative Assessment
2. Quantitative Assessment
3. Pre tests/post tests
4. Portfolio assessment