



Annual Program Review 2010-2011 Instructional Programs

Division:

**VISUAL AND PERFORMING
ARTS**

Authorization

After the document is complete, it must be signed by the Division Chair and Dean before being submitted to the Program Review Committee.

Signature of Division Chair

Signature of Dean

Date Submitted to Program
Review Committee

Describe the relationship of your program to the college's [Mission Statement](#):

Visual and Performing Arts contains ten separate programs with differing relationships to the mission statement. All Visual and Performing Arts programs offer either AA, or AS degrees or Certificates, and therefore comply with the awarding of degrees, the transfer mission of the college and work force development.

1. The areas of Art History, Music, Theatre Arts and Dance all include courses designed to fulfill the IGETC Humanities requirement for transfer. All twenty Art History courses are IGETC eligible; while Music provides ten courses, Theatre Arts three and Dance two.

- A. Art History – Although the college offers an AA degree with an Art History option, the primary goal for the area is to provide rigorous courses that train students to meet the CORE competency of Critical Thinking which also relates to the IGTEC transfer program.
- B. Music, Dance and Theatre (Performing Arts) – In addition to the IGTEC transfer component for General Education, Music, Dance, and Theatre provide a vigorous lower division transfer program for majors that comprehensively prepares students for the next level in their education. In addition, the Dance department has instituted a new program that awards students a specific certificate to enable recipients to become dance teachers. This program has been very successful in placing students in internships within the community that has led to productive job placement. Thus, this program has become a vital part of our mission to contribute to workforce development. Theatre Arts embraces both the artistic and cultural heritage in courses and programming as well as skill-building courses in technical theatre that help students either transfer or work directly in the vibrant Los Angeles theatre, film, and television scene.

2. Animation, Media, Photo/Digital Photo, Graphic Design have common goals and themes that relate to work force development. By providing the opportunity to introduce innovative technology in technological fields they not only foster the development of critical thinking and lifelong learning, but also provide students with the opportunity and support to gain the knowledge and

skills necessary to meet their educational, career and personal goals. The Digital areas that encompass these separate programs work in a coordinated fashion to prepare students for ever-changing technological industries in the Los Angeles area and attract many working professionals looking to update their skills. Degree and career certificates are also awarded to students who have achieved proficiency in the individual areas. They also provide an environment for lower division students to gain exposure and experience to carry them to the next stage in their educational careers.

(Specific area accomplishments and certificates explained below in section 1.2)

3. The Ceramics program is committed to a strong emphasis on personal interaction and dynamic and rigorous instruction to prepare students for both workforce skills and transfer to the next level of education. The program awards both a Certificate and an AA degree in addition to transfer opportunities.

4. Studio Arts provides students foundational fine art and design instruction relevant to three constituents: transfer students interested in liberal education; vocational students, planning to continue with a certificate in a creative profession; and returning students interested in life-long learning by fostering personal expression. Studio Art's program level goals – beyond training rigorous technical and conceptual skills – include collaborative learning, critical thinking, interpersonal communication and visual problem solving.

1.0. Trend Analysis

For each program within the division, use the data provided to indicate trends (e.g., steady, increasing, decreasing, etc.) for each of the following measures.

Program	FTEF Trend	WSCH / FTEF Trend	Full-Time % Trend	Fill Rate Trend	Success Rate Trend	Awards Trend
Music	Increase +26%	Increase +11.8	Increase +12.7	Increase 1.9%	Increase +16.4	*See below for all areas
Art History	Increase +21.7%	Increase +6.8%	Increase +13.9%	Decrease due to Div. Chair --19.8%	Increase + 12.4%	
Theatre	Increase +8.0%	Increase +11.0%	Decrease – minus 2.7%	Decrease - 6.5%	Stable +.3%	Decrease -5.7%
Graphic Design	Decrease -22.4%	Increase +1.4%	Decrease -23.5%	Decrease -21.7%	Increase +4.2%	Decrease -10.3%
Photo	Decrease -27.2%	Decrease -15.3%	Decrease -14.1%	Increase +5.5%	Increase +25.8%	Increase + 5.3%
Dance	Increase +28.6%	Increase +1.6%	Increase +26.6%	Decrease -23.6%	Increase +20.8%	Increase +2.2%
Ceramics	Increase +27.8%	Increase +6.7%	Increase +19.8%	Decrease - 10.8%	Increase +22%	Increase +9.5%
Media	Increase +24.2%	0	Increase +24.2 Increase 5	0	Increase +23.5%	Increase +.1%
Animation	Increase +72.9%	Increase +121.5%	Decrease - 21.9%	Decrease -24.9%	Increase +27.3%	Decrease - 2.1%
Studio Art	Increase +23.0%	0.0	Increase +23.7%	Increase +2.0%	Increase +25.0%	Increase +4.3%

1.1. Describe how these trends affect student achievement and student learning:

*The success rate trends in these areas are difficult to measure because of the relative small size of the programs, small size of the classrooms (24) and limited course offerings (FTEF limitations) each semester. Course offerings vary from one semester to the next according to the needs of the students. In addition, the one-to-one instruction in small classes can be easily distorted by choices made by a small number of students. Also complicating the accuracy of the statistics, many of the digital classes are inter-related and cross-listed in different departments and Divisions (Photography, Graphic Design, Dance).

**Award trends - The award trends in all VPA departments are difficult to analyze and statistics are not necessarily reflective the true nature of the programs. Many students who intend to transfer to other colleges and universities do not complete an AA, AS degree or Certificate. This is true particularly in the areas that offer IGETC courses. In the Digital or CTE areas (Animation, Graphic Design, Photography, Music Technology, Media) students often come to GCC to hone existing skills and learn the latest technological developments in the field. They often take one specific class to update their knowledge, but are not interested in pursuing a degree or certificate. In Music, Studio Art, Theatre, Dance and Ceramics courses are also taken to build skills needed to progress to the audition or portfolio level for their continued education. As there is no adequate reporting mechanism for transfer completion at this time, awards are difficult to assess.

Specific Programs

IGETC Programs and Performing Arts:

1. Music – The program is healthy and growing. However, it is limited by an insufficient number of classrooms; limits on FTEF; class size; and lack of discipline-related classroom facilities. The increase in FTEF is due to cooperation in the ACE program. The WSCH/FTEF shows a healthy increase in manner in which courses are administered.

2. Art History – The program is fully enrolled and continues primarily to address the CORE competency calling for Critical Thinking Skills and Writing Across the Curriculum for general education. The program is designed to fulfill a rigorous Humanities transfer requirement under IGETC. The number for FTEF has increased due to cooperation in the ACE program. Like Music, WSCH/FTEF shows an increase in classroom productivity.

3. Dance is a rapidly growing department due to the addition of the Dance Teaching Certificate. However, the data shows that another faculty member is desperately needed. Due to the retirement of one full-time faculty member in 2008, there is only one full-time faculty member to tend to all department business, supervise the program and foster the education of approximately 1300 students each year. A very successful internship program has begun that also needs supervision by a faculty member. SLOs have all been written and are currently in regular use to assess the effectiveness of the program. The Dance department is running very efficiently given the demands of the program, but an additional hire is critical for the continued success in student achievement and student learning. Also, the FTEF figure for Dance stated above is difficult to analyze because some courses are listed in both Dance and PE. Although the above data shows an

increase in FTEF, we do not feel this is actually the case because of the cross-listing of courses between Divisions. Thirty-nine courses are listed in the program. At present, classes that were historically offered filled to capacity, but can no longer be offered due to FTEF limitations. FTES data shows a dramatic increase with no corresponding increase in FTEF.

4. Theatre Arts - Although fill rates remain stable, it is noted that the nature of the discipline accounts for varying sizes of seat loads depending on the play being performed. Not all plays can accommodate a large cast. It is vital for actors to learn the skills required by a variety of theatrical styles. Issues of safety, equipment and room size currently impact the Theatre Department's seat loads even further.

Students are transferring, rather than completing degrees and often going directly into the field. Theatre Arts is working towards a curriculum rewrite (specifically technical theatre courses). Also, the needs of this area have been met by hiring an adjunct that is an expert in current technical theatre, film, and television trends. FTEF has been examined and fewer production courses have been offered to offset student need in the IGETC courses. Courses required for the major have not been offered due to budgetary constraints.

Digital Programs (CTE):

5. Photography - The photography area's FTES/FTEF/WSCH trends reflect reduction in FTEF and the resulting loss of course offerings over each academic year from '04-'05 to '07-'08. Thirty-six courses were offered in '04-'05, by '07-'08 only thirty-one were offered. These cuts were due to budget cuts and resulted in fewer course offerings. The award rate has been accordingly reduced as less advanced classes can be offered despite an increased fill rate. Students have had to wait up to 3 semesters to take a required course. Spring of '09, reflects the revision of courses that reduced the number of classes in favor of longer class sessions. This has positively affected learning and achievement of students as shown by success rates. TBA hours in spring '08 were also eliminated to provide more in-class instruction.

6. Graphic Design – The Graphic Design program is still in the process of reworking a program that had fallen into a state of disrepair. We are working to overcome a reputation among students, industry, and academia of being extremely outdated and out of touch with current design practice. These issues are now being addressed and, while there is still work to be done, our numbers will increase as we implement our revised and up-to-date Graphic Design Program. (See Graphic Design Handbook. “A New Beginning for Graphic Design and Web Design at Glendale Community College.”)

7. Media - The trends evident in the data (large increases in WSCH and fill rate) compared to the flat-lined FTEF trend indicates that the Media program would benefit from additional FTEF. In response to this increased student demand, the Media program is revising and adding courses and new equipment. Course revisions and additions are also intended to align to the curriculum at transfer institutions as well as provide Certificate training for students intending to gain employment in the industry. New curriculum is also being developed to serve working professionals looking to update their technical skills.

8. Animation – The Animation program constantly updates courses to reflect the most recent developments in the field. The FTES and Fill rates in Animation courses have increased dramatically. However, other statistics tend to be distorted for the following reasons: this is one of the primary areas where working professionals come to take a specific class to update their skills and therefore do not follow a typical pattern for degree or certificate; only one full-time faculty member oversees this area, and this faculty member has other release-time responsibilities beyond the scope of the program (Academic Senate secretary, Director of the Art Gallery).

Studio Programs:

9. Ceramics has increased enrollments while staying within the same FTEF constraints. Courses currently have substantial waiting lists. (Documentation on file.) Student success has remained relatively steady and will continue to improve as we apply our SLOs and close the assessment loop.

10. Studio Arts is proud of effective enrollment management and maximum fill rates with no increase in FTEF. Relevant to student learning in the last two years, demand has exceeded our seat loads with waitlists of ten or more common for first year classes. Studio Arts emphasizes high student/faculty contact, which is why enrollments exceed 100% even in advanced courses requiring previous work in the area. Moreover, the area has been able to maximize resources reflected in increases FTES trend (23% increase) and WSCH/FTEF trend (23.5% increase).

1.2. Is there any other relevant quantitative/qualitative information that affects the evaluation of your program?

IGETC Programs and Performing Arts:

1. Music - GCC attracts music students away from larger music departments such as Pasadena City College, Los Angeles City College and Valley College. This fact is not apparent in any of the program review data. Students indicate that while they are aware that GCC's music department is notoriously inferior in terms of both size and age of facilities, they are drawn by the quality of teaching, individual attention, and the reputation of faculty members.

2. Art History – The program has shown continued growth and strength. Waiting lists before the start of the term are substantial. First day enrollments are well above class limits in all classes, but often fall by the census date as students discover the academic rigor required in Art History courses. One major survey course is offered on-line and the other primary survey course is currently being constructed for on-line delivery. The 102 online course has been written entirely by a GCC instructor and does not contain any information commonly used by textbook providers. There now have been requests from other colleges to incorporate our online course in their programs. (Santa Monica City College). The writing of 101 online will be written in the same manner. In addition, specialists in various art historical fields teaching as adjunct instructors for specialty courses enliven the program.

3. Dance - The Dance Teaching Certificate is rapidly growing, with thirty-five students

working towards the Certificate. Several students have been offered jobs within the workforce and are currently teaching while they finish the course work at GCC.) In addition to the valuable internship program begun with the YMCA, internships are currently in place with Glendale Adventist Hospital (cancer support program), after school programs in the community and private studios. The internship program is now ready to train students to work with the ever-expanding senior assisted-living programs that are growing in the community. This is a needed service and the demand for jobs in this area are increasing as the demographics shift to senior living services. Moreover, community need is subtended by medical research that shows the health benefits and improvement of mental function in children, adults, and seniors through proper physical movement in dance. (Documentation on file.) The Dance Teaching Certificate is fairly new in the United States however it is in line with the International development of dance education.

As dance has revised the entire program the statistics do not reflect adequately the current numbers of dance majors. The dance department chair has started a data-base that currently lists over 30 students as dance majors.

4. Theatre – The Theatre department is currently in the process of revising their curriculum. Many courses have been rewritten to reflect transfer concerns and industry standards. Therefore, like Graphic Design and several other programs within the Visual and Performing Arts Division, the statistics do not adequately reflect the current direction of the program with its modifications.

Digital Programs (CTE):

5. Photo - Fill rates consistently increased along with success rates. FTES totals increased 300% from 2007. The number of awards has been reduced by the reduced course offerings, which limits the number and frequency of courses we are able to offer. Students are forced to wait up to 3 semesters to take a required course. (See awards trends above.)

6. Graphic Design - During the redevelopment of the Graphic Design program extensive research was performed to ensure the alignment of the program with current job specifications as well as courses that compliment surrounding transfer institutions such as UCLA, Northridge, and Art Center. The results of this research are compiled in a report entitled, "A New Beginning for Graphic Design and Web Design at Glendale Community College." (on file)

7. Media – By means of CTE funding, the Media Arts program has been able to maintain an up-to-date production facility equal to or better than any other educational institution in the area. For the last five to six years an articulation agreement with Clark Magnet School in La Crescenta has been in place. This allows high school students to meet pre-requisite requirements for intermediate Media Arts courses; thus streamlining access and progress through the Media Arts Degree and Certificate programs.

Moreover, we have now added a Film Aesthetics course that will enable the program to align more precisely with major transfer institutions. Offerings are expanding as we partner with other departments and divisions to create a Film Studies Program in

alignment with our major four-year institution transfer destination – California State University, Northridge.

8. Animation – Courses in the Animation program are constantly updated to reflect the latest developments in the field. New Certificates and Skill Awards have been written to increase student success. In cooperation with the Business Division, a new program has been written and initiated for Game Design. The courses in Game Design are in the process of implementation and the initial course in the series was offered for the first time in Fall 2010. The next course in the series will be offered in Spring 2011. The initial class, offered in the Business Division, is fully enrolled, and we expect a similar response in the Spring. This new Certificate program should increase the enrollment numbers in Animation classes significantly.

Studio Programs:

9. Ceramics – The Ceramics program is now operating at full capacity and could accommodate more students if larger facilities were available. The department holds very successful bi-annual sales of student-produced work. These sales raise community awareness of the program, gaining recognition for students and promoting the excellence of GCC faculty interaction with students. In addition, the management and funds generated for student art show teaches marketing skills for students.

10. Growth in Studio Arts is limited by facilities, with our two studios maximally scheduled and fully enrolled. Not reflected in WSCH numbers are our open lab hours and Supplemental Instruction periods.

2.0. Student Learning and Curriculum

For each program within the division, provide the following information.

Program	% of Courses with Identified SLOs	% of Courses with Ongoing SLO Assessment	% of Courses Reviewed for Outline Changes	% of Courses Whose Prerequisites Were Validated in 2009-2010	% of Courses Whose Textbooks Were Reviewed in 2009-2010	Degree/ Certificate SLO* If your division has defined other program SLOs, please indicate below
MUSIC	100	9.3	100%	100%	100%	
ART HISTORY	90%	50%	75%	N/A	100%	
DANCE	96.8%	74.2%		100%	100%	
THEATRE	100%	29.4%	100%	100%	100%	
PHOTO	94.7%	25%	100%	100%	100%	
GRAPHICS	90.9%	18.2%	100%	100%	100%	
MEDIA	100%	22%	100%	100%	100%	
ANIMATION	90.9%	0	100%	100%	100%	
CERAMICS	100%	14.3%	100%	100%	100%	
STUDIO	100%	22.7%	100%	100%	100%	

* A program (for purposes of Degree/Certificate SLOs) is a cohesive set of courses that lead to degrees and certificates. Divisions may further delineate and define programs based on their assessment needs.

2.1. Would you like to comment on your percentages outlined above?

IGETC Programs and Performing Arts:

The following programs all have multiple sections of courses that qualify for IGETC transfer and make every effort to keep textbooks consistent between different instructors.

1. Music -Textbooks have been reviewed. The removal of outdated classes from the catalog, major revision of existing Certificates, and the development of new classes in such areas as music technology and guitar have made the completion of SLO cycles challenging. Now that much of the work in these areas is in place the completion of SLO cycles will improve.

2. Art History and Theatre Arts are currently undergoing thorough reviews of courses currently offered in the rotation cycle. One section of each of these rotational courses is offered in a three-year cycle. Some of the course offerings have not been taught recently enough to be included in the SLO assessment results. In addition, the elimination of outdated courses is in the process of being removed from the catalog.

A. In Art History textbooks have been consolidated for greater consistency from section to section and new texts are constantly reviewed in department meetings with all faculty members in attendance and updated accordingly. (documentation on file.) The text used for Art History 102 is a custom edition produced for Glendale College and contains a significant addition of course material written by GCC instructors.

B. For Theatre, there have been revisions to the two options of AA in Theatre Degrees. As textbooks become outdated or obsolete, new texts are implemented. One textbook is required for all courses in technical theatre area to help defray costs. All SLOs have been written and submitted and are on an appropriate assessment cycle. In addition, all pre-requisites were reviewed in Spring 2010.

3. Dance – The Dance department has taken the leadership in writing and assessing Student Learning Outcome data. The program chair has been instrumental in working and providing examples for all the campus. All courses have SLOs written and courses are assessed in a regular rotation cycle (documentation on file). However, like other programs with rotational cycles, classes that have not been offered do not have complete SLOAC data. Courses are currently being reviewed for prerequisite changes. Textbooks have been reviewed.

Digital Programs (CTE):

*See note below for all digital programs

4. Photo - Fall of '08 all photo course SLOs have been identified and assessment reports for photo 101, 103, and 106 for fall '08- spr '09 have been assessed and submitted. For fall '09-sp'10, photo 100, 101, 106, 112, and 121 assessments have been completed and

submitted. Fall'10-spr'11 photo 125 and 128 have been assessed and submitted, others will continue.

Updated textbooks were reviewed and integrated into more courses for better utilization. However, textbooks for digital classes are problematic. As software upgrades, which is quite often, a textbook is usually not readily available. Many textbooks for digital only cover a small portion of the concepts covered in the class and quickly become obsolete as with software upgrades and affects trends in the industry. In Spring of '08 all photo courses were reviewed and outline changes made to all in fall '08. 100% of the prerequisites were validated in '08.

5. Graphics – As all courses have been reviewed or rewritten, accurate statistics reflecting these changes are not available, but will show dramatic improvement when the entire program is implemented. All courses have SLOs written and are currently being implemented.

6. Animation – SLOs have been identified and have been assessed in two courses for Fall 2010, with the rest of the assessments planned for the upcoming three terms. Course outlines are under constant revision to maintain currency in the field and are the best indicators of student learning. Texts vary as the field changes so rapidly and printed texts are not readily available. Consequently, online sources and hand-outs are the most effective method of supplemental reading. Review of Pre-requisites is currently underway.

7. Media – Like animation, SLOs have been identified and are in the process of implementation. All prerequisites were validated and updated in Fall 2010. Textbooks are continually reviewed for relevancy and are always updated to current editions.

*Note: Student Learning Outcome assessments - . Although student learning assessment tools have been developed and are being implemented, they have proved to be less useful than constant monitoring of industry innovations. Technological changes occur so quickly that it is constantly necessary to update the course based on industry needs. This rapid change process demanded by the industry serves as its own method of evaluation in a cycle of continuous improvement. Moreover, student's skill levels vary vastly within each classroom and instructors work on a one-on-one basis with each student to constantly monitor and supervise progress in small class settings. These courses are not taught in multiple sections nor are they repeated every term. Consequently, individual student needs dictate the learning outcome. The final proof of student learning lies in the ability of our students to obtain and continue employment for which we do not currently obtain reliable statistics.

Studio Programs:

8, Ceramics – All SLOs have been written and are now being implemented for assessment and analysis in Fall 10. In addition, all course pre-requisites were evaluated in Spring 2010.

9. Studio Art - Studio Arts has written SLO's for all of its active courses, established a four-year assessment cycle for our entire program, written program level SLO's, and has reviewed course outlines and textbooks for all of our classes.

2.2. How has assessment of course-level student learning outcomes led to improvement in student learning?

IGETC Programs and Performing Arts:

1, Music -The SLOAC for Music 101 identified both strengths and weaknesses in the student comprehension and skill ability. Recommendations were made to allow for additional skill practice time to increase the student success rate. (documentation on file)

2, Art History – The program is very proud of its achievements in closing the assessment loop. SLOs were designed in 2005 for the major survey classes and have been implemented in a continuous cycle since that time. (Art 101 is assessed in the Fall, and Art 102 is assessed in the Spring). The initial analysis of the data found that consistency between sections of the same course was an issue. Action was taken to institute regular faculty meetings in which issues of pedagogical and methodological practice were discussed and brought into closer alignment among all faculty members. This practice of holding regular meetings has been continued since 2005. (Meeting minutes and Best Practice notebook on file.)

3. Dance – The consistent use of the SLO as a tool of improvement has led to the constant revision and updating of Dance courses. (see above 2.1 – documentation on file)

4. Theatre – As a result of assessing courses, a more rigorous writing component in IGETC courses was implemented as well as a consistency in the course taught by various instructors. Like Art History, Theatre Arts has also continued to conduct regular faculty meetings to discuss pedagogical issues for the various instructors of Theatre Arts 101. Two new courses were written for the department: Theatre Arts 111 and 155 to help support a more well-rounded and interconnected curriculum. Theatre Arts 100, 103, and 104 were examined and rewritten based on results of the skill levels for acting in our student population. Program level SLOs have led to a revision of the Major. Theatre Arts 160 series (for production) is currently being assessed this cycle.

Digital Programs (CTE):

5. Photo - Courses are more unified with more consistent outcomes. Skill levels are more consistent for students continuing to advanced courses. (Documentation on file.)

6. Graphics -The evaluation of student work has exposed the strengths and weakness of the Graphic Design curriculum. Where weakness has been identified updates to courses have become a big part of the continual cycle of improvement of the Graphic Design program. (See: “A New Beginning for Graphic Design and Web Design at Glendale Community College.”)

7. Media – Though the technical components in the Media program lend themselves well to SLO measurement and assessment, the creative components do not. There is no formula or rubric by which the context of cinematic expression may be adequately

assessed for excellence. Competency, perhaps, but not excellence.

8. Animation – Animation has begun its first assessment cycle. Assessment has not been an immediate concern due to extensive curriculum redesign and the commensurate project of stabilizing enrollments in brand new courses. This term student work was assessed in Art 231 and 232, Inorganic and Organic Modeling. There are no multiple sections of the same course in animation so SLO's cannot be used to standardize outcomes among sections. Students enter our modeling courses with very little prior experience and nearly 40% of the students exit with industry-ready skills in character and object modeling. In upcoming terms, SLO's will be assessed in other courses. (Documentation on file.)

Studio Programs:

9. Ceramics – As stated in 2.1 above, all SLOs have been written and are now being implemented for assessment and analysis in Fall 10. In addition, all course pre-requisites were evaluated in Spring 2010.

10. Studio Arts has completed writing SLO's for all of 22 classes and 3 labs, and has developed Program Level SLO's. Studio Arts began by reviewing the intermediate courses. Upon reviewing assessment data, Studio Arts faculty has observed that advanced students lack capstone classes that synthesize advanced skills (documented in SLO assessment reports for Art 151, Art 152, and Art 164). Studio Arts has introduced and has in the approval process three new courses: Portfolio Review (capstone), Contemporary Practices, and Advanced Topics that will help bolster program level outcomes-

2.3. How has assessment of program-level student learning outcomes led to certificate/degree program improvements?

IGETC Programs and Performing Arts:

1. Music – The elimination of an outdated certificate and the fine-tuning of transfer requirements has improved the program by increasing student success when they are at the four-year transfer schools. (documentation on file)

2. Art History – Art History does not currently offer any certificates. One course has been added to the IGETC and AA Art Option offerings in the past year: History of Non-Western Art. This course has been created to implement greater diversity in the GCC program and provide another opportunity to fulfill lower division major requirements for transfer institutions. This course will be our third major survey course and will be offered each semester. Articulation agreements with colleges and universities limit the degree to which new courses can be developed and implemented.

3. Dance – As stated in section 1.1 above, the creation of the Dance Teaching Certificate is a direct result of student learning outcomes. After confirming a community need for individuals to teach Dance in private sector venues, the creation of a viable certificate for Dance students and has led to immediate workforce employment.

4. Theatre Arts: A complete rewrite, update, and streamlining of the major was conducted in May 2010 and is outlined in the GCC catalog.

Digital Programs (CTE):

5. Photo - Assessment of 8-week courses showed a negative impact on student success in the first 8-weeks but the enrollment and success rate in the second 8-weeks courses were devastating. This development necessitated the elimination of the 8-week classes during Fall and Spring terms. Recent course revisions will require further assessment of program to ascertain effectiveness. Course revisions will continue as the technology in this area is constantly changing. (Documentation on file on changing needs in industry.)

6. Graphic Design - The creation of the new Graphic Design certificate is a direct response to the needs of students established through SLO's. The new certificate is more reflective of current Graphic Design practice, and a Certificate name change from Advertising Art to Graphic Design has been recently approved. (See Graphic and Web Design: A New Beginning (new Graphic Design handbook.)

7. Media – The Media program has yet to implement program level SLO's, though they are being written. However, the program's two primary objectives of a.) preparation for transfer to a university media major and b.) vocational preparation for the media industry has enjoyed success and may be evidenced by the testimony of former students. Improvements in the Media program at GCC are achieved by maintaining a close watch on industry trends combined with our ability to respond quickly to changing industry needs.

8. Animation – New skill-set awards have been created along with changes in the existing Certificate. Along with the other Digital programs, Animation is constantly modifying and updating the program curriculum to maintain leadership in the field for GCC. The new Gaming program is a result of quick action to support a growing industry need. (Documentation on file from LOWDL & CTE funding grant applications)

Studio Programs:

9. Ceramics – Ceramics is currently implementing assessments. Consequently, no changes have been added at this time. However, ceramics remains committed to the continuous improvement of the program.

10. Studio Arts began assessing intermediate courses, and noted the importance of first-year education. (Assessments of Art 151, Art 152, Art 164, Art 170 on file). Assessments show that students need more time developing basic technical skills at the introductory level in order to succeed in intermediate courses, and the area will implement a series of "foundation meetings," in addition to the initial meeting held last year. Meetings will be held for faculty to review best practices for first year instruction.

(documentation of file.)

2.4. Does the student assessment data indicate overall program needs that may require support from the institution? Define these observed needs and support your answer using your assessment data.

IGETC Programs and Performing Arts:

1. Music - Program data suggests that we could meet increased student demand with a greater number of facilities – number of pianos in piano lab and workstations in the music lab, as well as practice facilities and performance venues (recital hall). Our performance facilities are sub-standard, and often students have to find performance venues off-campus. Data shows that we have many students trying to take these classes but the need far exceeds capacity. The piano lab can only hold 26 pianos – we need a larger space and more pianos.

2. Art History – no additional support is needed at this time other than routine maintenance of equipment and software.

3. Dance – The primary need for the Dance department is the addition of another tenure-track faculty member. The last program review (2007) identified the need for a third full time faculty member. Since the 2007 report the second full-time Dance instructor has retired. Consequently, for the past two years all work on SLOs and supervision of the entire program has rested on one full-time faculty member. Statistics on file indicate that the Dance program serves approximately 1300 students each year. This number along with all administrative duties puts an extreme burden on the sole full-time faculty member. Consequently, the Visual and Performing Arts Division is requesting that a full-time hire be allowed to compensate for the retirement of the second full-time Dance faculty member in 2008. The high quality of student learning and success cannot be sustained with only one full-time faculty member. (See IHAC Request.)

4. Theatre Arts - Data suggests that we could more effectively meet student needs by regular maintenance or upgrades of the audio-visual equipment in the Auditorium (specifically AU102). This directly serves the IGETC courses where audio-visual presentations are necessary components of the courses. Rehearsal space, warm-up areas, make-up lab and dressing room/costume facility are not meeting student demand and are substandard. Equipment meeting the needs of technical theatre students is obsolete.

Digital Programs (CTE)

5. Photo - Reliance on photo service bureaus reduces students' understanding of professional printing standards. To promote more proficiency and knowledge with professional production standards, students need hands-on access to professional printers and color calibration equipment in house. Computers in HS118 are limited in file size making it difficult to work on current professional level projects. Classroom monitors are inadequate for understanding and making contrast and color corrections. Outdated computers in the open lab limit the student's capability to work on large assignment files, and in some cases, the ability to work in the software taught in the digital arts classes. Moreover, reduced computer lab hours for students have hampered the progress of many

students who work during the day and are only available to develop their skills during the evening and weekend hours.

6. Graphics - Students are severely limited in their ability to complete projects by outdated computer equipment within our computer lab that is inadequate to run software that is being taught in the classroom. Students in Graphic Design are required to produce digital output to complete assignments. Currently our program lacks a functional print space where students can complete their projects on campus. We are also working to establish internships, employment, and transfer opportunities for our students as well as increasing our visibility within the community.

7. Media – At this time, there is not enough data from SLO assessment to determine needs. However, there is a continuing mandate to maintain currency with all of the software applications the Media program uses for its students and also as shared with the other digital arts programs. In addition, we face an imperative to maintain our computer classrooms and student labs with workstations that adequately run professional applications. These are needs that do not require SLO assessment, nor are they ones for which CTE funding may be used.

8. Animation – In the next year or two, the computer laboratory for the animation program will need to be upgraded due to greater demands placed on computers by advancing software. Funding is expected to come from CTE money to support new course offerings in video game design, digital sculpture and texturing, and character setup, but replacement costs must come from District funds.

Studio Programs:

9. Ceramics – The only need for Ceramics is increased space.

10. Studio Arts – Please see IHAC request for full-time faculty replacement.

3.0. Evaluation of Previous Goals

This section is an evaluation of program goals and activities from previous years.

3.1. List actions identified in your last program review or any other related plan(s).

IGETC Programs and Performing Arts:

1. Music - In the previous program review we requested technologically updated, discipline-specific facilities. The Campus Development Committee and the State Chancellor's Office have approved plans for a new building with a recital hall. However, due to budget constraints this project has been put on hold.

The Music Department at GCC is unique in that we are the only Community College Music Department in the Southern California area that has no Program Assistant. All secretarial work, publicity, payrolls, concert program preparation, music library organization, organization of Choral Festivals, advertising, press releases, performing ensemble concert organization, and other duties must be handled by our full-time faculty members, in

addition to regular course loads and other campus responsibilities. This translates into inabilities to accomplish the work in the department that desperately needs to be done - writing new programs and courses, fund raising (there are many expensive items the Music Department still needs for the program to thrive), and recruiting at the High School level.

Our performing ensembles really should be out performing in the community more, but there is only so much our instructors can accomplish when there are so many other things to do. The addition of a program assistant was a goal in section 5 of the last Music Department's Program Review document. As well, the addition of a fulltime Program Assistant would help the Music Department realize the Mission Statement of the College. Particularly relevant is the paragraph that states "to provide a rich and rigorous curriculum that helps students understand and appreciate the artistic and cultural heritage of this society". As well, under General Education, the Mission Statement reads, " Learning activities introduce students to the humanities, arts, social science, etc.". A Program Assistant in Music would allow the Music Department to meet these goals.

2. Art History – Unfortunately, during this time of budget constraints the Program Review completed in the Fall of 2008 could not be validated. This occurred due to the increased time demands necessary for the Accreditation self study. Validating teams were reassigned to Accreditation tasks. However, the last program review planned for the implementation of an online program that has been accomplished for Art 102 (Renaissance to the Modern) and the 2011 implementation of Art 101 (Prehistory to the Renaissance). Art 102 online is now taught on a regular basis and Art 101 is currently being developed as planned. A full-time Art History position was identified as a need in the prior report. Due to budget constraints this position has not been filled.

3. Dance –The last program review identified the need for a THIRD full time instructor. (See 2.4 above) Since the 2007 program review all course outlines have been rewritten. Meeting minutes show that all SLO' assessments have been discussed with the adjunct faculty to complete the SLOAC and improvements have been implemented. (Documentation on file.) Most courses are in the 2nd or 3rd cycle of assessment. Program level SLOs have been identified and are in the process of assessment. In addition, an extensive internship program has been developed with the YMCA. It has not been possible to add courses identified in the prior program review due to budget cuts. Moreover, it has been necessary to cancel outreach programs to local high schools due to lack of necessary full-time faculty. The needed remodel for male dressing room has not been approved for funding, and the ½ time classified position formerly held in Dance has been vacated due to retirement.

4. Theatre Arts - Theatre Arts hired two full-time faculty to replace one full-time retiree and hired a Part-Time technical theatre instructor to help build the technical theatre department and address workload issues. New offices for faculty, program assistant, and production manager were established in a more accessible area; Currently, a department handbook is in process indicating structure and procedure. Funding for advertisements and general publicity were increased which proved to have results, but have recently been eliminated due to budget cuts. Moreover, we have supported college goals by working in collaboration with English, Media Arts, IT, and Ceramics Department on production support/collaboration. We have also had ongoing collaboration between Music, Theatre,

and Dance Departments, producing an annual musical. However, we were not able to offer the musical for 2011. Theatre plans to offer the musical bi-annually until the budget recovers.

From our previous program review, we have identified that a full time Program Assistant along a box office computer and ticketing system is still needed. This would serve to track audience trends and donations for the department, ensure transparency, and create an effective marketing pool. In addition, the ability to accept credit card payments for our patrons (many of whom are students) in addition to check/cash will assist in gathering pertinent data for marketing, publicity, alumni and GCC Foundation.

Digital Programs (CTE):

5. Photo - Course revisions, new courses, and focus on commercial practice planned in the '05-'06 program review were accomplished throughout 2007-2008. A new full time faculty member was hired in the Fall 2006.

6. Graphics -The last program review document did not accurately reflect the state of the Graphic Design program. Every effort is now being made to perform an accurate assessment so that plans based on actual data can be made from this point forward.

7. Media – At the time of the previous program review, it was recognized the Media Arts program would benefit from an additional full time instructor, or at least some additional FTEF for adjunct. Since then, one additional 3-unit class has been added to the schedule. Facility needs, particularly those stating the need for additional classroom and lab space have been addressed positively since that time with the addition of the digital arts classrooms and labs in the HS building. Maintenance of these new areas has flagged, however, since the opening of the building in 2007. A need was stated to begin to update our video production equipment to current high-definition digital standards. New equipment needs have been addressed very positively with the infusion of CTE funding.

8. Animation – The Animation program has dramatically revamped its course offerings since last program review. In the face of enrollment challenges, the full time instructor wrote and obtained approval for just over 25 new course outlines and 7 skill awards. Four new adjunct hires were brought on to handle course offerings in specialized areas. The new curriculum is aimed at providing vocational animation skills to students. This significantly resolved enrollment problems faced at the time of prior program review. (Documentation on file.)

Studio Programs:

9. Ceramics – Like Art History, the 2008 Program Review document was not validated and unfortunately the document has been misplaced.

10. Studio Arts - The previous Program Review identified the following: 1. The need for health and safety review and updates in equipment in the Studio Arts area; 2. Attention to urgent deferred maintenance issues; 3. The need for the hire a full-time instructional lab tech.

3.2. What measurable outcomes were achieved due to the actions completed?

IGETC Programs and Performing Arts:

1. Music - We received initial funding for music lab (2005) that allowed the music technology program to be started. As a new program, not all classes have been fully implemented. Consequently, data is not sufficient for a complete program analysis. However, the classes enroll well and increase each semester. In 2005 we offered our first class in Music Technology - Music 177 (Music Recording and Notation). Currently we offer Music 177, 178, 176 (Popular Songwriting), 171 (Introduction to Music Business), and we are a Digidesign sponsored school offering Pro Tools training. While gains have been made in technology areas through CTE funds, other areas of the program have received no additional funding.
2. Art History – The SLOAC has been continued for constant updating of course materials and consistency between instructors teaching sections of the major survey courses. (documentation of meeting minutes on file)
3. Dance – The new Dance Teaching Certificate has resulted in increased numbers of dance majors. Revisions to the curriculum and courses promote student retention. Meetings with dance majors at the beginning of the semester assures goal-oriented student learning. (documentation on file)
4. Theatre Arts: Overall, better organization and accountability within the department, communication and policy have improved. Weekly planning meetings with full-time faculty chairs, production meetings, and monthly staff meetings address issues, policies and procedures within the college and department. (meeting minutes on file)

Digital Programs (CTE):

5. Photo - New full-time hire and updating of program curriculum has resulted in increased fill and success rates of students. In addition, new digital lab in '07 and recent acquisition of digital camera equipment thru CTE funding have added to these numbers as well.
6. Graphics -New part-time faculty hires, new core curriculum, and a new Graphic Design Certificate have refocused the entire program to reflect current Graphic Design professional practice. We anticipate that enrollment will continue to improve as all of these changes are brought on-line. Since the last Program Review document was written there has been a significant change in faculty and the philosophy for the direction of the program. Previously, numbers had been consistently falling. A complete rewrite of the program and a new handbook to guide students through the program has now been accomplished.
7. Media – Since the previous program review, the Media Arts program has been able to revamp its facilities significantly with CTE funding. We have updated most of our portable

camera systems as well as our entire studio production systems to high-definition as mandated by the media industry. We are also in the process of writing additional curricula to address these and other changes in the industry.

8. Animation- The hiring of a number of new adjunct instructors has enhanced instruction in the specialized vocational subjects in animation, such as character setup, character animation, modeling and digital sculpture. The addition of equipment, specifically Wacom tablets, made possible by CTE funds provided students with access to real-world tools used within professional work situations.

Studio Programs:

9. Ceramics - AA 109 was updated to accommodate level 3 technologies.

10. Studio Arts – 1. Studio Arts now has regular safety inspections in two studios. 2. Students receive safety education and handouts in every course. 3. Studio Arts is outfitted with updated safety equipment including fire safety, updated fume hood, and safety shower. Studio arts hired an Instructional Lab Tech in 2007 who keeps regular safety records on file and coordinates maintenance activities with Facilities.

3.3. Evaluate the success of the completed actions. Did the completed actions lead to improved student learning or improved program/division processes?

IGETC Programs and Performing Arts:

1. Music – Our Music Technology program has been constantly growing, attracting students that would otherwise have gone to school at Pasadena City College. Although we have no hard data to support this claim, we believe that we are well on our way to developing a Music Technology program that will be as well known in the area as our Music Performance program. (verbal information from students.)

2. Art History – Constant SLO assessment has led to increased student success in critical thinking as instructors continually meet throughout each semester and discuss contemporary methods and pedagogical issues. (Meeting minutes on file, documentation of student improvement on file.)

3 Dance - Regular meetings with the Dance Majors has led to better student understanding have the program and increased retention. More students are declaring their major in dance. All exams were revised after the first assessment cycle and again after the second assessment cycle. Student success has improved.

4. Theatre Arts- Through a departmental welcome meeting of faculty and students each semester and weekly faculty-supervised Theatre Guild meetings, students display an increased awareness of how to complete their educational goals. Advisement has led to increased interest in declaration of majors. (Theatre Guild meeting minutes on file; 9/9/10 calendar for Departmental “welcome” meeting).

Digital Programs (CTE):

5. Photo – Actions identified in 3.2 has allowed for integration of new technologies making students better prepared for professional work and allowed the development of some professional internship opportunities.

6. Graphics - Students are now producing portfolio quality work focusing on transfer and job placement. However, the new program is still in the process of development and implementation. Consequently, sufficient data has not been collected to adequately measure outcomes.

7. Media – Through consultation with our industry partners, we have identified several potential growth areas: high definition studio production, digital cinematography and the production and distribution of video via mobile devices and social networks. We have also been able to implement such educational experiences and training within our current schedule of classes.

8. Animation – Students already working in the industry are producing high quality digital work and beginning to use what they have learned in the animation program to diversify their work opportunities and experiences. Students who haven't worked in the industry are working side by side with those who do. The quality of student work in all areas of digital animation is constantly improving.

Studio Programs:

9. Ceramics - The upgrade of the classroom has allowed faculty to use digital images in the classroom for demonstration purposes and as part of classroom demonstrations and lectures. Consequently, student access and comprehension has increased. Students are now able to learn by seeing off-site techniques and practices as well as in class demonstrations.

10. The hire of a full time instructional lab tech has allowed Studio Arts to catch up on deferred maintenance, support faculty in focusing on instruction, and help with more efficient resource management in the studios. The area also has introduced open lab hours.

3.4. What modifications do you plan to make to your program/division in the future to improve student learning and/or program/division processes?

IGETC Programs and Performing Arts:

1. Music – We plan to move into a new facility, with music specific classrooms, a music recital hall, and updated facilities. We plan to add a much-needed music program assistant. We will continue weekly department meetings to increase faculty cohesion and consistency.

2. Art History – Continuation of the SLOAC and regular faculty meetings to discuss critical issues.

3. Dance – The addition of another faculty member to assume program and Divisional responsibilities is the primary modification needed at this time. As the program continues to flourish, it is not possible to monitor and supervise all the activities of the department and continue the level of individual attention needed for the discipline.

4. Theatre Arts: Continue to streamline courses to increase student success and completion. Examine repeatability of skill-building courses (acting and technical theatre) that are transferable to colleges and universities (specifically CSU Northridge); continue revision and updates of course outlines and continued production, faculty, and student meetings; commit to increased high school, community, and audience outreach.

Digital Programs (CTE):

5. Photo – We will continue to refine courses and update certificate to reflect current curriculum and establish skill set awards that create marketable skills for students.

6. Like the Photo program, Graphic Design is a fast paced job environment that requires the constant evolution of existing skills and the development of new technological skills. The addition of professional opportunities for students is a goal for Graphic Design as well.

7. Media – A new course, Media Arts 110 (Aesthetics of Cinema) has been developed as a core course for a new Film Studies area of emphasis within Media Arts. The rationale behind this addition is to bring our Media program into a closer alignment with Media majors at the CSU systems, in particular CSU, Northridge. This effort will also help pave the way for the development of a transfer degree for Media Arts. In pursuant of our vocational education objective, we are applying to become an Authorized Apple Training Center for the industry standard editing application, Final Cut Pro.

8. Animation – After heavy modification of program offerings, the Animation program is in an implementation phase in which enrollment in new courses, arranged in skill sets, and is stabilizing. In the next years, as newly created courses have been operating for some time, work will be initiated to bridge from GCC animation program to internships at local animation, visual effects, and video game businesses.

Studio Programs:

9. Ceramics – Implementation and analysis in the SLOAC.

10. Studio Arts - 1. Studio Arts requests an increase in FTEF to accommodate new capstone courses. 2. Studio Arts anticipates the retirement of full time faculty in Drawing and Design in June 2011 (IHAC request has been submitted.) Because this position co-manages the first year sequence, it is a key position in establishing quality, retaining students, and effectively managing enrollment for the Studio Arts Area. 3. Continuous

facility maintenance is a goal of Studio Arts for maximizing resource use and health and safety in the otherwise impacted Studio area.

4.0. Action Plans

Based on trends and student learning outcomes, describe your program plan for the next academic year. Include necessary resources.

Action	Related EMP Goals and SLOs	How action will improve student learning	Resource Needs
<p>Music</p> <p>1. Better utilization of classroom time to increase aural skills.</p> <p>2. Obtain adequate rehearsal and specialized classroom space.</p> <p>3. Increase recruitment and outreach for community.</p>	<p>1. EMP 3.2, 1.2</p> <p>2. EMP 1.3</p> <p>3. EMP 2.3</p>	<p>1. Faculty can spend more time making necessary changes, and work on outreach and recruitment.</p>	<p>1. Music Program Assistant</p> <p>2. New specialized classroom and rehearsal space.</p>
<p>Art History</p>	<p>Continue with SLOAC, EMP 1.3</p>	<p>Continued progress in critical thinking</p>	<p>N/A</p>
<p>Dance</p> <p>1. Keep up with mandated SLO's, SLOAC's, program revision etc</p> <p>2. Need dressing room/toilet for male dancers.</p> <p>3. Class room</p>	<p>EMP goals</p> <p>1. 2.1, 2.3</p> <p>2. 1.3</p> <p>3. 1.3.</p>	<p>1. Faculty can put more time making necessary changes and update teaching methodology. Improved Internship supervision. Upkeep of SLO's, SLOAC, Program revision etc. (It will fall apart with one person only)</p> <p>2. Equal opportunity</p> <p>3. Training of workforce</p>	<p>1. Full time instructor</p> <p>2. Dressing room for male dancers</p> <p>3. Class room</p>
<p>Theatre</p> <p>1. Address advances in theatre technology including outdated</p>	<p>1. EMP 3.5; EMP 1.1; EMP 1.3</p> <p>SLO 7a, 7b, 7c</p>	<p>1. Potential increase in technical theatre recruitment. Efficiency in</p>	<p>1A. Computer, box office ticketing system and credit card machine (EMP 1.1, SLO 3a, 3b, 7c)</p> <p>1B. Upgrade of Theatre Arts 102 to</p>

<p>software and equipment in AU102 for IGETC courses.</p> <p>2. Obtain adequate space and facilities (e.g. dressing room, and rehearsal spaces)</p> <p>3. Increase recruitment and outreach for the community</p>	<p>2. EMP 1.3, SLO 6a, 6b, 6c</p> <p>3. EMP 1.3, EMP 2.3; SLO 1e, 5c, 7c</p>	<p>classroom and learning</p> <p>2. Students will have adequate space shared lab activities and learning</p> <p>3. Student involvement and potential revenue and resources</p>	<p>include update in AV equipment, software, LED lighting and light board (EMP 1.3, 3.5, 7a, 7b)</p> <p>2A. Upgrade dressing room/ shower facilities (SLO 6a, 6b, 6c)</p> <p>2B. Locate additional classroom warm-up and practice space for acting classes. (EMP 1.3)</p> <p>3. Continued cooperation with Marketing Department and Public Relations on campus.</p>
<p>Animation</p>	<p>EMP Goals: 1.2, 1.3, 3.4, 3.5</p>	<p>The addition of the video game curricula will foster needed workforce development</p>	<p>Maintenance of licenses for software applications and continued upgrades and maintenance for existing digital labs.</p>
<p>Media</p>	<p>EMP Goals: 1.2, 1.3, 2/1, 3.4, 3.5.</p>	<p>Aesthetics course will enrich media content creation. Apple Training</p>	<p>Maintenance of licenses for digital arts software applications. Updating of computers in digital arts open labs.</p>

<p>Studio Arts</p> <p>1. Implement advanced/capstone sequence</p> <p>2. Emphasize skill building in first year sequence</p> <p>3. Continue improvements to deferred maintenance</p>	<p>EMP Goals: 1.1, 1.2, 1.3</p>	<p>1. Stronger transfer portfolios and transfer success</p> <p>2. Improved outcomes in intermediate sequence</p> <p>3. More efficient use of teaching space; maintained safety environment</p>	<p>1. Replacement of full-time instructor in Drawing and Design (IHAC Request submitted)</p> <p>2. Increased cooperation with Facilities for deferred maintenance plan</p>
<p>Ceramics</p>	<p>Complete SLO implementation – EMP Goals: 1.1, 1.3, 1.1.1</p>		<p>N/A</p>
<p>Graphics</p> <p>1. More effectively keep up with SLO's, SLOAC's, and program revisions.</p> <p>2. Development of platforms for students to display work and promote the Graphic Design program.</p>	<p>EMP: 1.1, 1.2, 1.3, 3.4, and 3.5. Continue to work towards completion of SLOAC cycle.</p>	<p>1. Students will have industry standard curriculum to foster the development of a portfolio that will</p> <p>A. Increase transfer viability.</p> <p>B. Increase access to employment.</p>	<p>N/A</p>

3. Development of internship opportunities.			
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Action	Related EMP Goals and SLOs	How action will improve student learning	Resource Needs
Photography Update Photography Certificate, Continue to update Course Outlines, and create skill sets	EMP Goals: 1.1, 1.2, 1.3, 3.3, 3.4, 3.5	Will improve student success in classroom and will improve student success rate as curriculum is refined.	None
Remove Color Darkrooms and replace with Digital Darkroom	EMP Goals 1.2, 1.3, and 3.4, 3.5	Will provide more consistent instruction in advanced and hybrid classes. Allows students to experience current technologies and practices in field.	Remove and convert color darkroom spaces into single computer lab. 26 iMac computer stations/large format color inkjet printers (13x19in.), 26 licenses for Adobe Photoshop Extended, and Adobe Lightroom.
Seek standing internship relationships with industry and articulation agreements with local 4 year colleges and universities	EMP Goals: 1.1, 1.2, 1.3	This will improve student persistence and successful completion rates.	Release time to develop these professional relationships.

2010 PROGRAM REVIEW

Division:

Dance I: VPA-1

Section 5.0. Resource Request

All resource requests should be tied to at least one of the following:

- The [Educational Master Plan](#) or other related plan goal.
- The [Core Competencies](#) (Institutional SLOs)
- A program SLO or course SLO

5.1. What planning goal (EMP or other plan), core competency, or course/program SLO does this resource request address?

- a). It will ensure that the quality of the Associate Degree meets the ever changing needs of the dance industry. One instructor alone cannot keep up with the necessary course and program development.
- b) It will insure that the quality of instruction meets the standards of the Transfer institutions. A second instructor is needed as a liaison with the four year schools to ensure appropriate ongoing curriculum development
- c) An internship program in partnership with the YMCA has been developed over the past two years. This program has been highly successful in training and placing students within the workforce and needs a qualified instructor to supervise student teaching. Moreover, the curriculum needs ongoing review in order to meet the constantly changing dance industry requirements. The Dance Teaching Certificate is rapidly growing, with thirty five students working towards the certificate. Several students have been offered jobs within the workforce and are currently teaching while they finish the course work at GCC.

This request crosses over all EMP, SLO and Core Competencies

5.2. What measurable outcome will result from filling this resource request? (This could be an improvement in the SLO or another measurable outcome.)

See above – all categories will continue to be met

5.3. Describe the resource request in detail.

FT Dance Instructor This request is for a replacement for a full-time faculty member who has retired. It is impossible for the remaining one full-time faculty member to sustain all the vital functions of the department.

5.4. What resources are needed to fill this request? Potential funding sources might include Senate PFE funding, categorical funding sources, Perkins funding, basic skills funding, etc.

Type of Resource	Amount Requested	Description	Justification	Potential Funding Sources
Personnel	1	Full time Dance Instructor	In order to maintain the quality of the program, another full-time instructor is needed to supervise and manage the department needs.	district
Total				

2010 PROGRAM REVIEW

Division:

Studio Arts I: VPA-2

5.0. Resource Requests

Complete one copy of this entire section (Sect. 5.0 - 5.4) on a separate page for EACH resource request. *The following page can be copied for this purpose.*

All resource requests should be tied to at least one of the following:

- The [Educational Master Plan](#) or other related plan goal.
- The [Core Competencies](#) (Institutional SLOs)
- A program SLO or course SLO

5.1. What planning goal (EMP or other plan), core competency, or course/program SLO does this resource request address?

Our IHAC request for a retirement in Jun2011 maintains best-quality instruction in Studio Arts' introductory sequence in Drawing and Design. Beyond technical and conceptual instruction, Studio Arts emphasizes critical thinking, synthetic analysis, interpersonal communication, visual problem solving, artistic expression and self-awareness via creative process.

5.2. What measurable outcome will result from filling this resource request? (This could be an improvement in the SLO or another measurable outcome.)

This request replaces full-time faculty in the first year sequence in Drawing and Design. Assessments of advanced studio art courses show that basic skill-building and essential competencies are the primary predictor of success in advanced courses and in courses/sequences in related fields. This position also maintains our full-time faculty ratio.

5.3. Describe the resource request in detail.

In June 2011, Studio Arts will lose one full-time faculty to retirement. Beyond bolstering student outcomes, this position is central to the effective flow of resources and students as 600 students move through two studios each week. This position requires a high degree of physical movement (via preparation and break-down of demonstrations), extensive extra-curricular mentoring (in our always open-and-active facilities), and expert knowledge of health and safety in a working shop. This is not only a teaching/governance position.

5.4. What resources are needed to fill this request? Potential funding sources might include Senate PFE funding, categorical funding sources, Perkins funding, basic skills funding, etc.

Type of Resource	Amount Requested	Description	Justification	Potential Funding Sources
Personnel	1	Full-Time Faculty Replacement	Retirement in June 2011 of full-time faculty in Drawing and Design	
Other				
Total				

2010 PROGRAM REVIEW

Division:

**THEATER I: VPA-3
Box Office Ticketing**

Section 5.0. Resource Request

All resource requests should be tied to at least one of the following:

- The **Educational Master Plan** or other related plan goal.
- The **Core Competencies** (Institutional SLOs)
- A program SLO or course SLO

5.1. What planning goal (EMP or other plan), core competency, or course/program SLO does this resource request address?

This planning goal addresses advancement in technology. EMP 1.1; SLO 3a, 3b, 7c

EMP: Improve awareness with more effective internal and external communication. Students ask to use credit cards when purchasing tickets. We are not able to accommodate them. In addition, most theatre companies allow online ticketing. This also promotes innovation for the 21st Century Students and Faculty.

SLO: Information competency, research strategies, information location and retrieval and workplace skills – gathering pertinent data and research from box office ticketing will assist in tracking student involvement and a donor base for department and GCC Foundation purposes. In addition, student workers will gain valuable workplace skills for theatre management.

5.2. What measurable outcome will result from filling this resource request? (This could be an improvement in the SLO or another measurable outcome.)

Tracking students and donors will help better assess future needs of the department and campus at large.

5.3. Describe the resource request (in detail).

THEATRE – Box office ticketing system: Computer Box Office Ticketing Software	Ticket printing system Credit card machine for existing phone line
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5.4. What resources are needed to fill this request? Potential funding sources might include Senate PFE funding, categorical funding sources, Perkins funding, basic skills funding, etc.

Type of Resource	Amount Requested	Description	Justification	Potential Funding Sources
Personnel				
Facilities				
Equipment	\$9,000	Computer Box Office Ticketing Software Ticket printing system Credit card machine for existing phone line	Tracking students and donors will help better assess future needs of the department and campus at large.	
Software	\$12,000			
Total	\$20000			

2010 PROGRAM REVIEW

Division:

**THEATER I: VPA-4
Equipment/Theater**

Section 5.0. Resource Request

Complete one copy of this entire section (Sect. 5.0 - 5.4) on a separate page for EACH resource request. *The following page can be copied for this purpose.*

All resource requests should be tied to at least one of the following:

- The [Educational Master Plan](#) or other related plan goal.
- The [Core Competencies](#) (Institutional SLOs)
- A program SLO or course SLO

5.1. What planning goal (EMP or other plan), core competency, or course/program SLO does this resource request address?

EMP 1.3, 3.5 – Persistence and success and promote innovated learning for 21st Century Students and Faculty

SLO 7a, 7b – Application of knowledge, computer skills, and technical skills

Students would be working with standard equipment and technology. Current light board and audio visual equipment does not function properly or with consistency and wastes valuable classroom time.

LED lighting equipment will assist with cost saving and energy efficiency.

5.2. What measurable outcome will result from filling this resource request? (This could be an improvement in the SLO or another measurable outcome.)

There is a potential for students to not only work with standard equipment, but with innovative materials which can assist with learning goals and workplace skills.

Efficiency in the classroom will lead to more effective learning and technical skills

5.3. Describe the resource request (in detail).

Upgrade Theatre Arts 102 AV equipment, software, LED lighting and light board
A Level 3 classroom with wall panel (as in Administration building classrooms) and upgraded computer software, a projector and working screen for Audio Visual presentations. Equipment needed: LED Lighting instruments and Light board

5.4. What resources are needed to fill this request? Potential funding sources might include Senate PFE funding, categorical funding sources, Perkins funding, basic skills funding, etc.

Type of Resource	Amount Requested	Description	Justification	Potential Funding Sources
Equipment	\$32,000		Efficiency in the classroom will lead to more effective learning and technical skills	
Software	\$2500			
Total				

2010 PROGRAM REVIEW

Division:

**THEATER I: VPA-5
Upgrade Dressing Rooms**

Section 5.0. Resource Request

Complete one copy of this entire section (Sect. 5.0 - 5.4) on a separate page for EACH resource request. *The following page can be copied for this purpose.*

All resource requests should be tied to at least one of the following:

- The [Educational Master Plan](#) or other related plan goal.
- The [Core Competencies](#) (Institutional SLOs)
- A program SLO OR course SLO

5.1. What planning goal (EMP or other plan), core competency, or course/program SLO does this resource request address?

EMP 1.3: Persistence and Success; Increase student persistence and success in completion of their educational goals
SLO 6a, 6b, and 6c: Personal responsibility; self-management, self-awareness, physical wellness

5.2. What measurable outcome will result from filling this resource request? (This could be an improvement in the SLO or another measurable outcome.)

Students are dressing in a co-ed environment. This would not be the case in a professional setting and education should mirror that setting.

5.3. Describe the resource request (in detail).

Examine the dressing room facility and upgrade mirrors, lighting, plumbing and bathroom facilities to offer separation in dressing. Students must shower either before or after productions to address physical wellness and hygiene.

5.4. What resources are needed to fill this request? Potential funding sources might include Senate PFE funding, categorical funding sources, Perkins funding, basic skills funding, etc.

Type of Resource	Amount Requested	Description	Justification	Potential Funding Sources
Personnel				
Facilities	\$50,000		Students are dressing in a co-ed environment. This would not be the case in a professional setting and education should mirror that setting.	
Equipment				
Supplies				
Software				
Training				
Other				
Total				

2010 PROGRAM REVIEW

Division:

**PHOTO I: VPA-6
Digital Upgrade**

Section 5.0. Resource Request - Photo

All resource requests should be tied to at least one of the following:

- The [Educational Master Plan](#) or other related plan goal.
- The [Core Competencies](#) (Institutional SLOs)
- A program SLO or course SLO

5.1. What planning goal (EMP or other plan), core competency, or course/program SLO does this resource request address?

Remove and renovate color darkrooms to create digital darkroom:
Traditional color printing is a technique no longer used in the field. Color printing is predominantly digital using inkjet and lightjet. Provide the ability to teach students methods of producing digital prints which is the current industry standard. This is necessary for professional employment and current practices within the field, which is represented in EMP Goals 1.1, 1.2, 1.3 and 3.4

5.2. What measurable outcome will result from filling this resource request? (This could be an improvement in the SLO or another measurable outcome.)

This would improve student persistence, success rates while expanding employment opportunities. This would also improve consistency across the photography curriculum, integrating digital techniques across more of the curriculum.

5.3. Describe the resource request in detail.

This request requires the removal of the color darkroom facility, the renovation of the space, and the installation of the computer workstations with inkjet printers. This would transform a traditional outdated color printing space into a digital printing space.

5.4. What resources are needed to fill this request? Potential funding sources might include Senate PFE funding, categorical funding sources, Perkins funding, basic skills funding, etc.

Type of Resource	Amount Requested	Description	Justification	Potential Funding Sources
Facilities	\$20,000	Remodel color darkrooms to create digital darkroom. Desks and chairs.	Existing walls are configured for wet darkrooms and is incompatible with a digital printing space. (Amount requested pending meeting with Dan Padilla and contractor.)	
Equipment	\$52,000	Computer Workstations, data projector, and printers	Computers, printers, data projector and furniture to create a digital darkroom for use during classes.	
Supplies	\$2500	Paper and inkjet ink	Needed supplies for digital printing	
Software	\$13,000	Adobe Photoshop Extended Adobe Lightroom 26 licenses	Standard software for image editing and printing.	
Total	87,500			

2010 PROGRAM REVIEW

Division:

MUSIC

I: VPA-7

Section 5.0. Resource Request

Complete one copy of this entire section (Sect. 5.0 - 5.4) on a separate page for EACH resource request.
The following page can be copied for this purpose.

All resource requests should be tied to at least one of the following:

- The [Educational Master Plan](#) or other related plan goal.
- The [Core Competencies](#) (Institutional SLOs)
- A program SLO or course SLO

5.1. What planning goal (EMP or other plan), core competency, or course/program SLO does this resource request address?

Music - The addition of this position will release faculty members from performing administrative assistant duties, and enable them to better address the goals of the department. Of the Institutional Core Competencies, music department courses address all of the 7 areas in the following way:

1a, 1c and 1d. Learners express themselves clearly and concisely to others in logical, well-organized presentation. Learners listen, understand, debate and use information communicated by others.

2a. Learners understand, interpret and manipulate symbolic information.

3c. Learners recognize the need for information, and evaluate sources for reliability and accuracy.

4a, 4b, 4c, 4d. Learners evaluate the credibility and significance of information, effectively interpret, analyze, synthesize, explain, and infer concepts and ideas; solve problems and make decisions.

5b, 5c. Learners recognize and analyze the interconnectedness of global and national culture.

6a, 6b, 6c, 6d. Learners demonstrate an understanding of the consequences of their own actions, set personal academic and career goals, and seek and utilize appropriate resources to reach such goals.

7c, 7d. Learners maintain, improve and transfer academic and technical skills to the workplace, demonstrate life-long learning skills by having the ability to acquire and employ new knowledge, and set goals and devise strategies for personal and professional development.

The addition of an administrative assistant will also allow faculty the time to better implement the EMP goals of 1.3 – “Increase student persistence and success in the completion of their education goals,” and 3.5 – “Promote innovative learning for 21st century student and faculty.”

5.2. What measurable outcome will result from filling this resource request? (This could be an improvement in the SLO or another measurable outcome.)

The music faculty believes that we will see an increase in the success of attaining the best possible outcomes in the institutional, departmental, and course SLO's. by enabling faculty have the time to spend adequate time on the department activities listed in the 5.4 justification.

5.3. Describe the resource request in detail.

The music department is requesting a 20 hour position for an administrative assistant. This assistant would perform duties including the following: publicity, payrolls, concert program preparation, music library organization, Choral Festival organization, advertising, press releases, concert production organization, and normal office duties such as handling phone calls and general questions.

5.4. What resources are needed to fill this request? Potential funding sources might include Senate PFE funding, categorical funding sources, Perkins funding, basic skills funding, etc.

Type of Resource	Amount Requested	Description	Justification	Potential Funding Sources
Personnel	20 hour position \$16.17 / hr	Music program assistant	Currently the music faculty are performing all program assistant duties listed on 5.3. This severely takes away the ability to accomplish the important work in the department that needs to be done by faculty – creating new courses and programs, fund raising, recruiting, outreach, and creating better and more performing experiences for our students. We are the only community college in the Southern California area that has no program assistant. LACC and PCC both have two full-time assistants. The addition of a program assistant was a primary goal in our last program Review document.	
Total				

2010 PROGRAM REVIEW

Division:

**MUSIC I: VPA-8
Recital Hall/Equipment**

Section 5.0. Resource Request

Complete one copy of this entire section (Sect. 5.0 - 5.4) on a separate page for EACH resource request. *The following page can be copied for this purpose.*

All resource requests should be tied to at least one of the following:

- The [Educational Master Plan](#) or other related plan goal.
- The [Core Competencies](#) (Institutional SLOs)
- A program SLO or course SLO

5.1. What planning goal (EMP or other plan), core competency, or course/program SLO does this resource request address?

Music - Recital Hall & Equipment request

EMP Goal 1.2 – Access. Increase student access by developing systems to improve student articulation, assessment and basic skills preparedness

EMP Goal 1.3 – Success. Increase student persistence and success in completion of their educational goals.

EMP 3.5 – Promote learning for 21st Century students.

Mission Statement – “We provide students with the opportunity and support to gain the knowledge and skills necessary to meet their education, career and personal goals.”

Core Values – “Helping students develop important skills that are critical for success in the modern workplace.”

Core Competencies: 1.c, d, 3.c., 4.a, b, c, d, 5.b.c, 7.c.d

5.2. What measurable outcome will result from filling this resource request? (This could be an improvement in the SLO or another measurable outcome.)

The building and proper equipping of the new Music Building and Recital Hall will enable the students in all performance, lecture and technology classes to benefit from adequate facilities, something they do not have currently. All other area schools have adequate or cutting edge facilities. LACC is just opening a \$12 million music building in the Spring. Pasadena opened a \$16 million music building several years ago. East LA College’s Music Department will move to a brand new building designed for them this Spring as well.

We need to begin now to purchase missing equipment and to replace equipment in dire condition.

5.3. Describe the resource request in detail.

New recital hall, discipline-specific classrooms. This was approved by the State for the AA building and is currently on hold because of budget issues.

Equipment that can be used now and also when the new building is completed.

One Vizualizer - \$2,000.00

One additional shell for the stage - \$2,500.00

Choral literature library filing system - \$5,000.00

Orchestra library filing system - \$5,000.00

5.4. What resources are needed to fill this request? Potential funding sources might include Senate PFE funding, categorical funding sources, Perkins funding, basic skills funding, etc.

Type of Resource	Amount Requested	Description	Justification	Potential Funding Sources
Personnel				
Facilities		New recital hall, classrooms	We have outgrown our current facilities; inadequate performance spaces.	
Equipment	\$14,500	Visualizer, shell for stage, filing system		
Supplies				
Software				
Training				
Other				
Total				

2010 PROGRAM REVIEW

Division:

**Dance I: VPA-9
Separate Men's Dressing Room**

Section 5.0. Resource Request

All resource requests should be tied to at least one of the following:

- The [Educational Master Plan](#) or other related plan goal.
- The [Core Competencies](#) (Institutional SLOs)
- A program SLO or course SLO

5.1. What planning goal (EMP or other plan), core competency, or course/program SLO does this resource request address?

EMP 1.2, 1.3 Increase student access for male students in dance. Accommodations for male students do simply not exist. The one toilet is far below standard and not acceptable as a dressing room. All students need equal access to changing and shower facilities. Student persistence and success will increase if simple hygienic standards are present.

SLO 6c – Physical Wellness is compromised if the student is not able to shower and dress properly before and after dance classes.

5.2. What measurable outcome will result from filling this resource request? (This could be an improvement in the SLO or another measurable outcome.)

Facility Request: Potentially more male dance students will achieve one of our certificates or degrees.

5.3. Describe the resource request in detail.

The woman's dressing room is very large, with a large shower facility and multiple toilets. It would be ideal if the facility could be partitioned off to accommodate a men's dressing room and men's shower and toilet facility.

5.4. What resources are needed to fill this request? Potential funding sources might include Senate PFE funding, categorical funding sources, Perkins funding, basic skills funding, etc.

Type of Resource	Amount Requested	Description	Justification	Potential Funding Sources
Facilities	15,000	Partition female dressing room and shower facilities to add male dressing room and showers for the male dancers.	We have a high percentage of male dance students (minimum of 15 dance majors, Jazz and Hip-Hop classes are filled with almost 50% male students). Men are forced to change and wash up in one small toilet stall that used to be the faculty bathroom. They have no access to showers. There is no other college who does not accommodate the male student in the same way as the female students. All dance students and in particular dance majors need access to dressing rooms, toilets, and showers.	
Total	15,000			

2010 PROGRAM REVIEW

Division:

Dance I: VPA-10

Section 5.0. Resource Request

All resource requests should be tied to at least one of the following:

- The [Educational Master Plan](#) or other related plan goal.
- The [Core Competencies](#) (Institutional SLOs)
- A program SLO or course SLO

5.1. What planning goal (EMP or other plan), core competency, or course/program SLO does this resource request address?

This request was part of the Dance Department's 2006-2007 program review 5 Year Plan.

5.2. What measurable outcome will result from filling this resource request? (This could be an improvement in the SLO or another measurable outcome.)

5.3. Describe the resource request in detail.

This is a replacement position for Bonnie Shipston.
Full-time classified position for : Locker & Equipment Attende and Dance Costume Technician.
Please see CHAC request form.

5.4. What resources are needed to fill this request? Potential funding sources might include Senate PFE funding, categorical funding sources, Perkins funding, basic skills funding, etc.

Type of Resource	Amount Requested	Description	Justification	Potential Funding Sources
Personnel	tbd	1 full-time classified position.	Position has been vacant for two years.	
Total				