

# **Visual Art Department**

## **Program Review**

### **Spring 2008**

**Painting, Drawing, Design**

**Art History**

**Ceramics**

**Commercial Arts**

**Photography**

**Art Gallery**

**VISUAL ART DEPARTMENT**  
**PROGRAM REVIEW**  
**SPRING 2008**

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## Visual Arts Department Program Review

### Rio Hondo College 2008

#### Description & Program Goals

- Joanna

The Rio Hondo College Visual Arts Department is located a short distance from the cultural center of Los Angeles and benefits from the vital art community surrounding it. World class museums such as LACMA, MOCA, The Getty Museum, The Norton Simon, The Huntington Library and Gardens, and The Armand Hammer offer opportunities for our students to view world renowned art collections and visiting exhibitions. Los Angeles abounds with art galleries; in addition, recognized educational institutions such as The Art Center College of Art and Design, Cal Arts, Otis Art Institute, Cal State Long Beach and Cal State Northridge provide local opportunities for students to enter top tier educational systems where they can obtain a four year degree in the arts or a Masters.

The Visual Arts Department at Rio Hondo is made up of eight foundational media programs featuring Drawing, Painting, 2-D and 3-D Design, Ceramics, Photography, Commercial Arts, and Art History. In addition we have a professional art gallery, supported by an Art Gallery program. In 2009 the department will be adding a Computer Animation program.

Our courses offer students the opportunity to learn the fundamentals of fine and applied arts while exploring the new digital media of the 21<sup>st</sup> century. Our courses run the gamut of theory, commercial media, studio application, and history of the visual arts.

The department is made up of 8 full time (soon to be 10 full time) faculty and 19 adjunct faculty; members of our faculty are working professionals with vital art practices of their own, gallery owners, and have institutional relationships with : \*\* . We offer 83 sections throughout the department (including photography) plus a work study/internship option for students. Courses are offered throughout the day, in the evenings and on weekends. We also offer distance learning options in Mexican Art History and Art Appreciation.

The primary mission for all programs in the visual arts is for our students to earn an Associates of Arts or Associates of Science degree, and to prepare students for upper division study at a four year college, university or art institution. Secondary objectives include portfolio preparation for vocational training programs and, eventually, the opportunity to obtain a vocational. Finally, we are committed to providing the extended community with accessible life long learning opportunities within the fine arts and art history programs.

#### 2. Degrees Offered in Visual Arts, Commercial Arts and Photography

*J. Arana*

Currently the department offers three degrees in the visual arts: **Associates of Art Degree in the Visual Arts, Associate of Science Degree in Commercial Arts and Associates of Science Degree in Photography**. Below are the current courses required to receive each degree:

### **Associates of Art Degree – Visual Arts**

*In addition to the graduate requirements of the college, the following courses are required:*

ART 105	Survey of Art History from Prehistoric through Medieval Periods
ART 106	Survey of Art History from Renaissance to Present
ART 130	Freehand Drawing I
ART 131	Freehand Drawing II
ART 135	Beginning Painting I
ART 136	Intermediate Painting
ART 120	Two Dimensional Design
ART 121	Three Dimensional Design

*An Additional six units from the following are required:*

ART 230	Life Drawing
ART 231	Intermediate Life Drawing
ART 235	Advanced Painting
ART 236	Advanced Painting II
ART 140	Ceramics I
ART 141	Ceramics II

### **Associates of Science Degree - Commercial Arts**

*In addition to the graduate requirements of the college, the following courses are required:*

ART 105	Survey of Art History from Prehistoric through Medieval Periods
ART 106	Survey of Art History from Renaissance to Present
ART 130	Freehand Drawing I
ART 131	Freehand Drawing II
ART 120	Two Dimensional Design
ART 121	Three Dimensional Design
ART 164	Graphic Design I
ART 165	Graphic Design II
ART 175	Computer Graphics for the Macintosh
ART 178	Introduction to Digital Imaging

### **Associates of Science Degree – Photography**

*In addition to the graduate requirements of the college, the following courses are required:*

ART 105	Survey of Art History from Prehistoric through Medieval Periods
ART 106	Survey of Art History from Renaissance to Present
ART 130	Freehand Drawing I
ART 120	Two Dimensional Design
ART 121	Three Dimensional Design
ART 178	Introduction to Digital Imaging
PHOT 190	Beginning Photography
PHOT 191	Intermediate Photography
PHOT 290	Large Format
PHOT 291	Advanced Photography

In the process of preparing this review, the faculty evaluated the current course offerings as they compare with the needs and demands of the changing art world. In response, the faculty changed some of the course requirements for the current degrees (noted below) and will be adding a digital component to the Associates of Science degree in Photography. The department will also be adding an Associates of Science in Computer Animation. A full time faculty member is currently being sought and there are plans to develop this curriculum by Fall 2009.

### **3. Course and Program Content** - *faculty*

The Visual Arts Department has undertaken a major review of all courses in 2007. During this time we have completely revised all our courses, studied the requirements of our transfer institutions and implemented additional lab time and unit changes in order to be in compliance with our transfer institutions. In photography, for example, our beginning and intermediate classes have been changed from two units to three unit courses. In the areas of painting, drawing, and design, additional lab time has been added to fulfill the unit requirement of our upper level institutions. In art history we have changed the name of our Art Appreciation course to Understanding Visual Arts, which better reflects the course content. During the course of these revisions, the self study has allowed the faculty to re-evaluate the goals and mission of our department.

Currently over 43% of the students who enroll in the department plan to obtain an AA and transfer to a 4 year institution. We do not have accurate numbers to tell us how many of those students obtain this goal, but we are working to put systems in place to better track and manage this information. This also tells us that we have a large percentage of students who wish to continue their education after attending Rio Hondo Community College and this provides an opportunity to assist even more students reach this goal.

Over 70% of our students receive a grade of C or better in all art courses offered. Of the remaining 30%, almost 18% withdraw with a W, and 12% receive either a D or F. Our retention rate is over 83%. (See Appendix G)

To assist our students reach their transfer goal, choose classes intelligently, and to encourage retention, the arts department has developed visual aids in the hopes of communicating better with our students. We now implement a student orientation each fall to acquaint students with the courses, facilities and resources available to them in the arts department. Materials include:

- **Arts at Rio DVD** – this is a 7 minute DVD detailing all the areas within the division, course content and locations of each program area
- **Degree and specialization handouts** – these include concise program descriptions, the course offered in each program area and the careers available to students in these specializations
- **Degree flow charts** – these are posters, which are placed in the corridors and classrooms detailing the classes required to obtain a degree in the Visual Arts

These materials have also been developed into a packet to use in recruiting new students, distribution at program fairs and career expos, and for use in the counseling and career centers on campus. It is our hope that these marketing materials will increase the demand for our courses, help students take the appropriate classes to achieve their goals and assist students obtain their degrees more quickly.

The analysis of our course offerings, pre requisites, co-requisites and industry trends has been ongoing. Currently the department is satisfied with the core degree requirements and the foundational focus of the course offerings. However, we want to stay current with future industry trends. We are addressing the need for more course offerings in every area: adding 2 new survey classes in Art History, developing new courses and resurrecting old ones in the area of design, and adding a digital component to our traditional photography classes.

The biggest change will come in the area of commercial arts. Given the burgeoning demand for designers in all areas of media in Los Angeles County, there are plans already underway to develop a new certificate program in Computer Animation in 2009. We are also working to develop a new Digital Media program offering an inter-programmatic certificate utilizing the new media of TV, Photography, and Commercial Art. We cannot realistically undertake the Digital Media certificate without an expansion of our facilities and equipment, but have developed plans for new classrooms and labs in our proposed new visual arts building.

In the course of this program review and update of course offerings, the faculty has reaffirmed their commitment to the foundational courses. Essential to the

health of the visual arts department and to the success of our students, is a commitment to maintaining the quality of our fundamental courses and assuring that, in keeping with industry trends, we don't cannibalize the core courses students need to be successful. An example of this is in our photography program, which resisted the urge to eliminate the wet lab courses when the digital craze hit. Although we recognize the need to add a digital component to our program, the foundational wet lab courses are in keeping with the industry demand for an understanding of traditional photography.

This same philosophy will be followed when developing the computer animation curriculum. All students will be required to take traditional art classes of drawing, painting and design. Although advanced classes will be taught in computer software and technology, the traditional principles of design and perspective are essential to the success of the graphics student. Our faculty is committed to maintaining this integrity in all our program offerings and feel they have been successful, so far, in doing so.

In the course of this evaluation, we have concluded that we need better portfolio review, workshops that facilitate additional learning, articulation agreements with desired institutions, and better career planning to assist our students succeed after they leave Rio Hondo Community College.

To address these concerns, we have already begun implementing professional workshops and master classes, are developing an articulation agreement with Otis Art Institute, are preparing a Careers in the Arts course, and have plans for spring portfolio reviews with area art schools.

We are currently evaluating how the art courses interact with other programs on campus. Currently we offer an Art History course as part of the honors program, and an Art Appreciation course as part of a learning community with the Architecture/CAD program. Both classes have been very successful and it is our goal to create more partnerships like this in the future.

#### **4. Scheduling patterns**

The visual arts enrollment has been growing steadily since 2004, peaking in 2006 and holding steady in 2007. Although the department grew 10% from 2003 to 2004, remained fairly steady until 2006 and then leaped by 25% from 2006 to 2007, lack of classroom space means we are unable to offer more sections. Our total FTE is at an all time high, again peaking in Fall 2006 but still maintaining historical highs through Spring 2007. Our WSCH contribution to the campus has also increased by 27% since our last program review. The growth has come about through strategic scheduling, late start classes and better enrollment management, and student recruitment by our faculty, but at present almost all of the courses offered in the Visual Arts programs are heavily impacted and hindered by the lack of classroom space and proper facilities.

Currently we offer 38 morning sections, 25 afternoon sections and 21 evening sections. This tells us that we are utilizing all available classroom space, even in traditionally dormant class times, and are still filling our classes. Our experience shows that students are leaving RHCC for other community colleges to continue their art studies due to our inability to offer more classes and/or schedule at accessible times. Most of our studio classes close prior to the first day of each semester and we are always able to fill the seats of any no-shows. Without expanded facilities, however, we will no longer be able to expand our classes beyond their current limit.

We offer visual arts classes throughout the day and in the evenings in all disciplines. Further hampering our efforts to deliver quality instruction, the college's choice to move to a 16 week academic calendar (versus the previous 18 week delivery system) has meant that classes run longer per session, taking up valuable time and space from additional sections.

To address the need for more sections, we are offering weekend classes in Painting and Drawing, but due to the lab requirements of these classes, this means the class meets for over 6 hours during the course of either Friday or Saturday.

To address the length of lab classes, faculty have discussed offering courses in a modular delivery system. For example, we could offer a 3 unit class in 3 one unit installments, thereby shortening the length of the class and the lab time. However, what happens if a student does not complete all 3 units? Completion of either one unit or two units in photography, for example, does not satisfy the transfer requirement to a four year institution. So, out of concern that we would be hurting our students' transfer options, we have decided not to go this route at present.

In order to address our students growing need for additional lab time, we are currently offering a Friday Art Studio (ART 185) course and open lab time each Friday to both utilize the open lab space in ceramics and photography, and to allow students to work outside of scheduled class time.

In addition, since Spring 2007, we are offering a non credit lab option so all students who visit our studio spaces or work outside of scheduled class time are tracked for positive attendance. Hours are counted when students work during another instructors' class, between scheduled class time, or during the Friday morning open lab. This has resulted in over 1500 additional hours that the department can report to the state for funding.

## **5. Student Learning Outcomes**



In Fall 2007, the Visual Arts department defined Student Learning Outcomes for all courses. To ensure consistency, we used a common SLO for each course, which all instructors included on their syllabi

SLOs were assessed at the end of the semester by each instructor for each course. Instructors used point scoring of multiple choice, short answer, or short essay questions to determine if the student learning outcome was achieved. Instructors using Scantron / multiple choice exams created reports that enabled them to examine the scoring of individual questions that related directly to the SLO. Essay and short-answer questions were also designed to specifically address the SLO, where applicable.

The SLO committee member / visual art department liaison is currently evaluating the results using an Excel spreadsheet designed by the RHC Student Learning Outcome Committee chair. The results of these SLOs will be assessed by full time and part time faculty members in February, 2008 to discuss any changes to the current SLOs. It is probable that any change to the current SLOs will be minor, and that we will choose to assess the same SLO next semester. It will be helpful to assess throughout the semester rather than just at the end of the semester, as students' concentration and retention abilities fluctuate. (Midterm grades are often higher than final exam grades.)

Program SLOs will also be defined during the February meeting and SLO results will be reviewed with other departments in an effort to define, improve, and quantify future SLOs.

The Visual Arts programs have not yet started to map course-level SLOs to campus-wide General Education SLOs at this time, but plan to implement this step in Fall 2008.

The visual arts department requires a large adjunct faculty which has little formal contact with their full time colleagues. SLOs are helping to decrease that gap, but opportunities for communication are infrequent. In the Fall semester a packet was provided to every faculty with a recap of the SLOs they were required to teach. Detailed information regarding what was required of them was included and feedback was requested to assist in both the assessment of the SLO and to facilitate dialogue between faculty members. We will be repeating this process each semester in the attempt to better serve our students and improve teaching strategies between adjunct and full time faculty members.

## **6. Support for the programs and logistics**

Currently the visual department requires additional support in four main areas: facilities, software, staffing, and general maintenance. Detailed below are the

overall needs. Specific needs are discussed in the respective programmatic appendices at the end of this document.

### **a. Staffing**

**Classified Staff:** Currently the arts and cultural programs division has one full time administrative assistant, one full time custodian, and a part time cultural events coordinator, Not all of their time is devoted to the visual arts department, but rather to the entire division.

Because our part time staff member is devoted to marketing and coordinating the cultural events in our division, and our full time administrative staff is devoted entirely to scheduling, clerical and logistical work of the division, the visual arts department needs one full time or two part time lab technicians. This person would coordinate all supply ordering, bookstore supplies, submit custodial work orders and assist faculty in maintaining the organization of all the labs.

**Lab Support:** Traditionally a department of our size would have at least one full time or two part time lab technicians to help order and track inventory, maintain facilities, and provide assistance to the faculty. We see a part time technician needed in the painting and drawing program, the ceramics program, photography and the art gallery to help with the operations of the gallery, such as preparation, installation, lighting, packing, display, outreach, and publicity. This position is not unprecedented within other community colleges and is sorely needed at RHCC. Currently the faculty is gathering information regarding the structure present at other campuses, and the feasibility of adding a lab technician at this campus.

**Faculty:** In the last 10 years the visual arts faculty has diminished from 12 full time instructors to the 8 current full time instructors. The department has also lost several classrooms, faculty offices and clerical support during that time. As faculty members retire, they have not been replaced; as facilities have become impacted, many programs have been discontinued such as Jewelry Design, Costume and Fashion Design, Sculpture, Lettering, and Printmaking and additional ceramics and photography courses. In addition, as our semesters have been shortened and class hours have expanded to meet the UC and CSU requirements, the number of sections for each course has been severely impacted.

The Art Gallery Coordinator receives 20% reassigned time for the position. This has been negotiated as part of the RHCC collective bargaining agreement, but there is a concern that this amount may be low by area standards. The RHCC Art Gallery budget allows for occasional contracted services, but no support staff is designated to assist with gallery operations. A study will be undertaken in Spring 2008 to evaluate how other campuses are handling this issue and results of that study will be added to this program review by the end of the spring semester. If found that RHCC standards are inequitable, possible recommendations may be

to increase the reassigned time for the Art Gallery Coordinator or create an additional position of Art Exhibitions Curator at 20% reassigned time to take some of the workload from the coordinator might be another solution.

### **b. Facilities**

All of the Visual Arts programs suffer from maximum classroom saturation, aging facilities, reduction of faculty, staff and office space. All programs are now operating at maximum capacity and although there is a desire for growth due to the number of students trying to enroll in our classes, we cannot grow due to lack of facilities support.

The visual arts department also faces the challenge of not having a collective area in which to instruct. Art History conducts classes in a single classroom in the Administration Building; Commercial Arts has one classroom in the Science Building. All other classrooms are located in the Business building. This splintered approach makes it difficult to build momentum for adding new programs, expanding current programs and exposing students to other course offerings.

Most of our current classroom facilities are over forty years old and have not been substantially up-dated; most are in violation of OSHA requirements, lacking proper ventilation, storage and display areas. Most rooms conduct classes from 8 am to 10:15 pm Monday through Thursday, and all day Friday and Saturday. Because of this overuse, proper cleaning and maintenance of the room cannot be completed.

In 2007 Visual Arts Department submitted a Formal Project Proposal (FPP) to the Chancellor's office for assistance to build a new Visual Arts building. This proposed 20 million dollar building would add an additional 12,000 square feet to the current square footage and be able to house all the visual arts in one central location. Additional facilities would add an assembly hall and media room for art history plus two additional all -purpose lecture rooms, additional painting room, drawing room, space for the ceramics program including separate throwing and hand building rooms, a workshop and additional classroom for the design programs and three new computer labs for a new digital media program that would interface with TV, photography and commercial arts.

### **c. Software and Computers**

Currently there is no budget for software updates to support the technical programs. This includes photography, commercial arts and, in 2009, computer animation. Without strategic budgeting to upgrade software, computers and hardware, we cannot plan to either instigate new programs, expand existing

programs, or stay current with student demand and industry trends. Further, because our campus IT department does not support MAC computers (which are mandatory for most software used in the visual arts), our faculty are required to either maintain their own equipment or pay consultants to assist. Without a budget for software, the department cannot reasonably expand our current technical offerings.

#### **d. General Maintenance**

The arts facilities require more general clean up and ongoing maintenance than traditional classrooms. Currently the demands of maintaining older facilities that are used constantly has become a severe problem. Because of the nature of the classes, students track dust, paint, charcoal, clay and other materials in and out of the hallways and classrooms. Our art labs, unlike traditional classroom space, need to have floors hosed, washed and swept, sinks cleaned, furniture moved, soap and towel dispensers filled, and windows washed each and every day. Our entire division (including the performing arts, which also require additional services) has one custodian and our facilities are not being maintained adequately.

In addition, we do not have an annual budget for general maintenance of classrooms, faculty offices, and equipment. Faculty are not provided with office equipment, computers, or general materials. There is no capital budget for ongoing equipment replacement, software upgrades, students materials, annual painting of classroom or hallway corridors, replacement of lockers, chairs, easels, pottery wheels, or other equipment necessary to the day to day usage of our facilities.

Currently the division is addressing the ongoing need for beautification by developing a mural class which will paint and decorate the art classrooms and hallways. But this is only a short term gain and the other maintenance issues still need to be addressed.

### **7. Final outcome of the programs**

The Visual Arts Department at Rio Hondo is committed to providing foundational training for life long learners and those interested in pursuing a degree in the arts. To this end, our curriculum is geared toward providing foundational courses first and foremost. Where we do offer certificates, they are grounded in the foundational understanding of history, design and perspective. To this end, all art majors are required to take the same core classes and all general education students are provided with foundationally sound training in overall art theory and history.

Each program area is designed to lead to an associates of art, or commercial art degree or, for photography, an associates of science degree. Specific courses

have been grouped together to provide students who want to specialize in advanced levels of the visual arts, the opportunity to obtain a specialization and associates degree. The courses are discussed in detail by program area in the appendices at the end of this document.

The visual arts department believes strongly in providing the foundational courses that enable students to build on their acquired knowledge, enabling them to succeed in an advanced degree program, vocational trade, or fine arts profession. Portfolio development and review, student exhibitions and critique provide evidence of student proficiency in all areas of the visual arts.

In 2007-2008, the arts division established an endowment fund, with the assistance of the Rio Hondo Foundation. The purpose of this fund is to provide long term scholarships for needy students. Using seed money from the Foothill Transit grant, Title V funding and funding from dedicated faculty members, the account has grown to 36,000.00. This account will be used to provide scholarships to help students reach their goals for both the visual and performing arts for years to come.

## **8. Conclusions & Recommendations**

There is concern within the department that although we have made significant progress since the last program review, we have achieved our goals working under severe handicaps. Our aging facilities, lack of space, budgetary constraints, course and classroom attrition, and general neglect of our work spaces has reached crisis proportions. Without better care and management of our programs and facilities, we will continue to diminish our ability to offer quality education to students needing the inspiration and knowledge that the arts provide.

The major goals for the visual arts department in the next five years are as follows:

1. Secure funding and begin construction on a new visual arts building
2. Develop and locate the facilities for new courses in all program areas
3. Additional faculty
4. Secure lab technician support for all studio areas and digital labs
5. Plan annual budget for program support. This includes software upgrades, equipment repair and replacement, faculty furniture and adequate office space, and classroom modification and maintenance.

We are hopeful that we will attain these goals and are committed to re-evaluating each year to ascertain our progress.

## **Appendix A:**

### **Painting, Drawing and Design**

The Drawing, Painting and Design Program offers the student traditional foundation skills through an understanding of color theory, composition and design elements in both two and three dimensional art.

Students develop skills in problem solving, use of materials and diverse media, and critical thinking skills.

All fundamental classes are transferable for non-art and art majors and would apply to all art and design professions and personal enrichment for the life long learner. Fundamentals of visual art are necessary for student success in any creative profession and for life long learning.

Faculty works toward developing community programs, which interact with industry professionals providing students professional career experience through internships and self-directed study.

#### *Courses offered:*

- ART 101 Intro to Art
- ART 120 2 Dimension Design
- ART 121 3 Dimensional Design
- ART130 Freehand Drawing I
- Art 131 Freehand Drawing II
- Art 135 Beginning Painting
- ART 136 Intermediate Painting
- ART 235 Advanced Painting I
- Art 236 Advanced Painting 2
- Art 150 Printmaking
- Art 230 Beginning Life Drawing
- Art 231 Intermediate Life Drawing
- Art 232 Advanced Life Drawing

#### *Course Content*

Each of these classes introduces the student to the language of visual arts. Students learn to paint, draw and design both from observation and imagination while learning historical and contemporary art concepts. These skills create a strong foundation making it possible for the student to move from one art discipline to another. Students develop eye hand coordination, critical thinking skills and technical expertise in a variety of media. Courses within this program

complement each other by the use of the same visual language, i.e. composition, line, color, shape, form, etc. while using different media and critical thinking skills.

Prerequisites are designed to ensure student success in the subsequent courses.

All fundamental art courses will be transferable to UC's and many private institutions. The department is currently working on articulation agreements with other private institutions. Fundamental art courses of this program are all beneficial (if not required) for photography, graphic design, and art history and architecture students. Students who complete the Associate of Arts degree are prepared for transfer to an advanced institution and/or entry level position in many different art professions, such as scenic painters, gallery assistant/manager, illustration or professional fine artist.

Goals:

Accomplishments:

- In 2006-2007, the Painting, Drawing and Design program received a 50,000.00 grant from Foothill Transit Authority to participate in a public arts program. Students received stipends for their work which is now displayed in the headquarters of Foothill Transit for up to two years.
- The program has invited numerous well-known artists (Tony de los Reyes, Yvette Molina, Holly Tempo etc.) to give presentations, master classes, artist lectures, and critique workshops to students in the classroom.
- Successfully transferred students to numerous CSU and UC campuses, as well as nationally known art schools such as Art Center School of Design.
- Faculty members have kept a presence in the art world with shows and reviews in the US.
- The instructors are all professional artists highly regarded in the art community.
- The quality of teaching is strong and student learning outcomes and the quality of student work produced at the college show a strong educational program

Program Needs:

We need the kind of facilities other community colleges have to be competitive.

Increases in the number of classes and the maintenance of the filled sections.

## **Appendix B:**

### **Art History**

As new courses are added, the Art History program will also be strengthened by an updated part-time faculty pool with specializations in Photography, Architecture, and western art, and, if the expansion in offerings is great enough, perhaps a third full-time art history instructor will be hired.

The Art History program and students could also benefit from the addition of distance-education course offerings. (The campus is currently making the transition from WebCT to Blackboard course management software. We are currently investigating Blackboard-compatible image and publisher resources for art history online courses.)

As stated above, the Art History program's potential for growth is ultimately reliant upon additional and improved classroom facilities. While the three planned new courses might temporarily be offered in available classrooms throughout the campus, an additional classroom dedicated to art history with reliable equipment and convenient access to art department resources is essential.

#### *Courses Offered:*

The Art History program provides an examination of cultural development in the visual arts throughout history and across cultures through a variety of courses that may be taken in a series or independently. Critical thinking skills, proficiency in visual analysis, and an understanding of the diversity of visual language are fostered in each course. All Art History courses encourage students to visit museums and galleries and usually provide field trips during the semester. The Art History program strives to enrich students' awareness of the visual culture in which they live and to expose them to a cultural heritage that is worldwide and timeless.

Each course currently offered in the Art History Program satisfies general education requirements for the Rio Hondo College A.A. and A.S. degrees, as well as meeting IGETSE requirements. In addition, two of the courses—ART 105: Survey of Art History from Prehistoric through Medieval Periods and ART 106: Survey of Art History from Renaissance to the Present—are major requirements for three Rio Hondo College degrees: the A.A. degree in Art, the A.S. degree in Commercial Art, and the A.S. degree in Photography. In the future, with an increase in students transferring into Art History degree programs at four-year colleges, a fourth degree in Art History may be warranted.



The average class size is 35-40 students, though the art history classroom can accommodate up to 45 students. 12-15 art history sections are offered each semester, including late-start and off-site classes.

The course distribution is usually as follows for both Spring and Fall:

3 sections of ART 108 (Art of Mexico)

3 sections of ART 110 (Art Appreciation)

2-3 sections of ART 105 (Survey: Prehistoric to Gothic)

2-3 sections of ART 106 (Survey: Renaissance to the Present)

1 section of ART 112 (offered in the Spring)

1 section of Honors Art History (offered in the Spring, alternating ART 105 and ART 106)

1 section of ART 107 (Art of Asia)

Of the 12-15 sections offered each semester, 6-7 are day classes. Evening sections of ART 108, ART 105, ART 110, ART 112, and ART 106 are distributed Monday-Thursday. Saturday sections of ART 105, ART 106 and ART 110 are also offered, one per semester.

Summer and intercession offerings include ART 105, ART 106, and ART 110. Day (Monday-Thursday) and evening (Monday and Wednesday or Tuesday and Thursday) sections are offered in the summer.

#### *Course Content:*

Art history courses complement art studio courses by providing historical and contextual background to processes taught in the studio. In art history, students have the opportunity to explore works in greater depth by artists who have mastered materials and techniques the students themselves are learning to manipulate. In addition, art history courses examine the influences of society in shaping artistic trends, giving students greater insight into factors that influence their own work. Art history courses complement courses outside the Visual Arts Department wherever a cultural understanding of a time period is of interest. The study of art through history is the examination of the visual record of civilizations, societies, and individuals. Documenting events, commemorating achievements, drawing attention to injustices, giving form to the imagination, and building monuments, shrines, and dwellings—only a short list of art's terrain—all speak to nearly every discipline in the campus curriculum.

The Art History curriculum is offered throughout the schedule—mornings, afternoons, evenings, weekends—during each session including intercession and all summer sessions. Within the Visual Arts Department, the Art History program serves the greatest number of students with the widest range of courses. All courses are introductory-level courses. They include the two mentioned above as well as ART 107: Art of Asia, ART 108: Art of Mexico, ART

110: Understanding Visual Art, and ART 112: Visual Art in the Modern Era. A few additional Art History courses exist that have not been offered in several years and are under consideration for revision.

Among new lecture courses being considered, three have been identified as priorities: Film Studies, History of Photography, and History of Architecture. In addition, two seminar courses are being discussed. One—a professional studies course that informs students of the career opportunities an art or art-history degree avails them—would provide an important vocational component to our curriculum. The other—an arts touring course—has been discussed by theater and art-history faculty with the possibility of collaborating to create a course that targets the interests of students from both disciplines, providing them with local live-theater and visual-arts experiences in galleries, museums, and theaters and alternating these outings with classroom discussions and lectures. Another consideration in development is to create a laboratory component to ART 110 that formalizes the current use of the RHC art gallery by students of ART 110 by giving them laboratory credit for their visits. In this way too, there would be greater assurance that the adjunct faculty teaching ART 110 take advantage of the resources offered by the art gallery program.

In addition to conventional lecture classes, the Art History program offers two honors courses—Art 105H and ART 106H—providing one “pure” honors section each semester alternating between the two. One section of Art Appreciation is offered each year in a learning community with two architecture courses. Since the last program review, the Art History program has reduced its distance-education course offerings gradually to the point of offering none at this time. Considerations are being made to reinstate one or more of the already-approved distance-education courses (ART 108, ART 110 and ART 112) or to develop a new course for online delivery.

At present, all courses in the Art History program have advisories and no prerequisites. The advisories suggest that students be able to read and write at the college level before enrolling in the course. This is a campus standard for general-education lecture courses and the Art History courses comply with this standard. However, without requiring a prerequisite that assures a student’s ability to read or write in English, the level of written assignments one can expect of the student is restricted.

#### GOALS:

- Increase number of art history transfer students
- Liaison with arts institutions such as the Getty, LACMA, MOCA, the Hammer, the Huntington, Norton Simon to increase their awareness of RHC's commitment to the study of art history and to greater involve students in their programs, as well as to expand guest-speaker opportunities on our campus

- Develop an art-history intern program
- Create a professional studies course that informs students of the array of career opportunities in the visual arts
- Create an arts-touring course, perhaps in combination with theater
- Continued integration of art history curriculum with RHC gallery exhibitions and events by encouraging all art and art history instructors to develop assignments related to gallery exhibits
- Revise ART 110 to include the RHC art gallery as a lab (modeled after art-studio labs)
- Increase visibility of RHC Art History program at College Art Association Conferences (Los Angeles conference in 2009)
- Increase participation of Honors Program students of art history at annual UCI Honors Conference and other undergraduate art history conferences
- Encourage the establishment of an art history club and sponsor it
- Create art history roundtables for the campus that meet once or twice a semester (FLEX for all faculty)

#### ACCOMPLISHMENTS:

- Replaced vacancy created by retirement with new full-time art history instructor
- Completed all course revisions in the past two years
- Equipped art office with scanner that is available to all art and art history faculty for creating digital images
- Increased faculty/student access to digital-image databases via ArtStore subscription through RHC library and through creation of Art Office image database that is overseen by a full-time instructor and updated by work-study students
- Improved projection system in classroom by replacing small worn screens with one new large screen
- Added Macintosh computer in classroom, allowing instructors a choice of platforms
- Equipped instructors with wireless laser presenters for remote control of digital slideshows
- Continued offering a learning community annually after grant-funding ceased
- Gave full-time art history instructor opportunity to visit Islamic architecture in Spain, Italy, and California as part of sabbatical research
- Gave full-time art history instructor opportunity to train as a docent with the Los Angeles Conservancy as part of sabbatical research
- Full-time art history instructor organized trip to Italy for art and art history students (majors), Summer 2008
- Full-time art history instructor selected to teach in RHC's Fall 2008 London Study Abroad Program
- RHC selected to participate in Getty Video Project : 40 years of Video Art by California Artists: March 15-June 8, 2008; Art 110 students and full-

time art history instructor will participate and have access to Getty Archives

#### Program Needs:

The Art History program is staffed by two full-time instructors who teach approximately 60% of the art history classes offered throughout the course of an entire year, while adjunct instructors teach the rest. There is sufficient enrollment, especially at peak hours, to offer Art History classes simultaneously, but there is only one dedicated classroom for Art History.

An additional room could potentially increase enrollment by as much as 35-50% during the high-demand hours (Monday through Thursday mornings into early afternoon). With an expansion of this sort in art history offerings, the addition of a third full-time art history instructor would be warranted. The classroom currently being used has a new projection screen since the last program review and adequate projectors but the lighting in the room continues to be a problem. Rather than the floor lamp that lights the room while slides are projected, the room needs track lighting that operates with dimmer switches so that students anywhere in the classroom can see during low-light conditions. Ideally the computers that operate the digital slides would be housed in a permanent workstation where the wiring does not interfere with traffic. In the best situation, seating would be raked to create a theater-like setting for viewing slide shows.

The Art History classroom is located two buildings away from the art department office and classrooms. As a result, Art History students have much less exposure to weekly student-art displays, encounters with art majors, and other art department activities. Given the appropriate space, the Art History program would benefit from having its classroom(s) near the other art department facilities.

## Appendix C:

### Ceramics

The Ceramics Program offers the students of Rio Hondo a unique hands on experience while fulfilling a General Education goal. Our courses are based on creating ceramic pieces using the potter's wheel. We offer successive courses that build the students' technical levels while consistently challenging them in their artist expression. Each course builds on the preceding course offering the students ever expanding technical knowledge and a myriad of solutions to finish their creations. The program was designed to fulfill part of a general Arts major course as well as giving the students the knowledge needed to transfer as a ceramic major. At present we only have two courses in the Visual Arts area that allow the students to experience art in 3 D, a basic 3-D course and the Ceramics Program.

#### *Courses Offered*

ART 140 Ceramics I  
ART 141 Ceramics 141  
ART 242 Advanced Ceramics

#### *Course Content*

The Ceramics program offers unique opportunities for students to experience different types of learning through both lecture and demonstrations. Students not only receive subject matter in the written form from the instructor-generated handouts, but also visually through demonstrations of the various assignments. The program fits the rigor of a college level art course that prepares the students to transfer as either General Arts Majors or Ceramic Majors. The program acknowledges the need for life long learning and the importance of a diverse student population in age, gender and cultural backgrounds. We actively encourage students to interact and share information and techniques and even act as student tutors with each other.

At present we have one full time instructor who has both a Masters of Art degree and a Master of Fine Arts degree both in the Ceramics area. Our adjunct faculty have the appropriate degrees and are diverse in background and teaching styles.

The Ceramics program is part of the Associate of Arts Degree offered at Rio Hondo.

The Ceramics program consists of a Beginning Ceramics course that focuses on technical skill and aesthetic judgment, an Intermediate Ceramics course that builds on the technical skills from the first course. Both refine the students' skills and build other skills necessary in the ceramics program while consistently

refining students' artistic expression and aesthetic judgment. The last course offered is Advanced Ceramics that can be taken once and repeated three times. This course is designed to give the students access to a variety of technical, aesthetic and artistic expression solutions to a number of projects.

The Beginning course in ceramics meets the general education requirement for both Rio Hondo and the CSU's. All ceramic courses transfers to CSU's and UC's.

All courses have an advisory prerequisite of Reading 022 to insure proficiency in being able to read instructor-generated handouts. The second semester of Ceramics and Advanced Ceramics have prerequisites of the preceding course to ensure the student has the skill level necessary to successfully perform in the class.

Because the ceramics program articulates with both the UC and CSU systems, the students are assured that they will not lose units or have to register for other courses when transferring.

The Arts program was designed so the Art Major could successfully transfer and compete in either the CSU or the UC system.

The Ceramics program is a stand alone group of courses at Rio Hondo that interact within the Visual Arts area by providing a 3 dimensional activity that allows students to express themselves in a dimensional format.

#### Goals:

- To provide students with a life long love of the ceramic arts and a technical and aesthetic background to appreciate the hand made qualities of art.
- To foster an interest in museum or craft fair attendance and appreciate the visual qualities of the art they observe.
- To meet the needs of the art transfer student in providing a 3 dimensional means of expression.

#### Program Needs

The ceramics area would like to expand into the area of hand-building, Ceramic Sculpture and even life modeling. We have constraints in the size of our facility, the number of kilns, and materials in general. It is the wish of the ceramics program that when the new Visual Arts building is in place that the Ceramics Area could expand into these needed areas to fill out the program offerings to our students.

No planning has gone into what will happen to the Ceramics Program when the kiln room and ceramic kilns are destroyed by new construction. It is not as simple as sitting down and saying that new kilns will be ordered. Ordering new kilns and their placement will take the coordination of a number of groups, OSCHA, the Fire Department, and Kiln manufacturers to name just a few. The planning has to include both the Dean of Visual Arts and the new ceramic instructors to make sure the kilns are good and placed in a location to make them accessible to the instructor and the students.

lack of information provided to the department on the demolition of the kiln room and kilns with new construction in the next two years and the lack of planning on the replacement of the kilns so the ceramic area can continue as a vital and integral part of the Fine Arts Department.

In the past, ceramics has been given the support it has needed to continue being a thriving and integral part of the visual arts department. We have replaced all the forty year old potter's wheels with new Shimpo wheels purchased in the last five years. This year we replaced all the forty five year old potter's stools. We constantly need new chemicals as the ones we have are used by the department and students to mix glazes. This is an ongoing expense that continually gets more expensive. In the ceramics area we also have to replace our kiln shelves on almost a yearly basis because of their constant use. We have been very lucky that there has been little expense involved in the ceramic kilns. This is now changing due to aging kilns and new regulations that are put into place by OSCHA. However, by far the largest problem we face in the ceramics program is planning for the demolition of the kiln room and the kilns for the new construction within the next 2 years. We have been informed that the two levels of campus will be soon joined by a terracing between the levels. No planning has been done by anyone on how this will affect the ceramics program. We cannot "just move" the kilns. That task will involve many different groups. OSCHA will have to be in on the planning for safety factors. The Fire Department will have to be involved to make sure that where we plan to relocate the kilns will meet fire safety issues. Someone will have to do the research on who to buy the kilns from, put in place the bidding process, and make sure the bid goes to a reputable company that will guarantee the installation, firing and reliability of their product. In some cases the ordering and purchasing of new kilns could take two to three years. We need to make sure wherever these kilns are located that they can be moved when and if the Visual arts department gets funding for a new building. When the new Visual arts building becomes a reality a whole new set of logistics and expenses will come into play. Planning needs to be instituted early on to make sure the ceramics program continues to be a viable and integral part of the Visual Arts.

## **Appendix D:**

### **Commercial Arts**

The Digital Arts program offers the student courses in digital imaging, graphic design, multi-page layout, computer paint as well as three dimensional modeling and animation. The goal of the program is to introduce current software training while developing student awareness of design issues, trends and an ability to make successful design decisions. Classes are kept to a minimum size and one on one attention is paid to students while working in a comfortable studio environment. Foundation art courses are strongly recommended to students and the commercial arts degree offered through the program reflects that emphasis in its required courses. A mass communications certificate is designed to provide a general technical background which will enable the student to make intelligent and realistic career decisions in mass communication; to provide a broad background which will afford the currently employed student an opportunity for upward mobility or career advancement; to provide a program to meet both the entry-level and skill upgrading needs of the local mass communications industry.

#### *Courses Offered:*

ART 164	Graphic Design I
ART 165	Graphic Design II
ART 172	Desktop Publishing for Macintosh
ART 175	Computer Graphics for the Macintosh
ART 178	Introduction to Digital Imaging
ART 179	Computer Graphics for Non-Majors

The Computer Graphics program is meeting the needs of a changing population by offering courses that are delivered with content tailored to the current student population. Assignments address not only technical and esthetic issues but reflect current trends and interests of our changing student population. In this way students remain engaged, and see the relevancy of the curriculum to their interests. The program is kept state of the art by monitoring Hardware and software trends and upgrading to current versions when appropriate.

The arts have long been a collaborative effort. The computer graphics program is founded on the concept that technology is and has always been a tool for artists, not a solution. Students in the computer graphics program often consult their painting and drawing instructors for visual guidance. Design, as well as appreciation classes regularly visit the computer graphics lab.

The faculty is diverse representing various ethnic and cultural backgrounds. Full time faculty in the program are trained in current graphics applications as well as



hold masters degrees in the arts. Adjunct faculty often come from the industry and bring with them real world knowledge to share with students.

The computer graphics program offers an associate degree as well as a certificate program to meet the needs of our student population.

*Course Content:*

The computer graphics program offers courses in Adobe Illustrator, Adobe Photoshop, and Adobe In Design. In this was the program addresses the print industries premiere applications. In addition paint and design applications are addressed thru courses in paint software like Painter. 3D modeling and animation is introduced in the computer graphics course. Additional courses in advanced 3D modeling and animation are offered thru courses currently being hosted by the CAD department and will soon share a new faculty member with the arts division.

Advanced courses in 3D modeling and animation are offered in the CAD area and have been cross listed to meet requirements for the certificate. Future plans involve a greater collaboration the CAD and Fine Arts to develop additional courses that will be shared and cross listed. This project includes the addition of a full time faculty person who will be shared by both divisions.

The computer graphics program is filling a need for software training and design education. Current courses are consistent with the program goals but additional courses in professional 3D modeling and animation, web design, and presentation design as well as digital photography would enhance the program greatly. Additional lab space will be needed as well as additional faculty and possibility technical help. A budget should be developed to include periodic hardware upgrading as well as routine software upgrading. The Apple OS software should be maintained like the Microsoft operating software. This should be the responsibility of the campus IT department and written into their budget.

The computer graphics program addresses the most widely sought after applications of computer graphics; 2D drawing and design, desktop publishing, digital paint, digital imaging, and 3D modeling and animation. These represent the skill set needed by today's digital artist. Mid term and end of the year portfolios of student work provide a tool for grading as well as measuring student ability and understanding. Students attending the computer graphics courses vary from first time college students, four year students seeking software and design knowledge not being provided by their four year school, as well as professionals working in the industry seeking software upgrading and design ideas.

**Goals:**

- The goal of the computer graphics program is to offer a multitude of design tools for the student. Students are encouraged to explore and use a number of applications in the design solution. As the student progresses through the courses they increase the tool set they will ultimately use as artists.
- Because design and esthetic decisions are a constant in our courses 2 D design is a recommended class. It is a goal of the program that students become art majors as they pursue a computer graphics career.
- A certificate program has been developed to meet the needs of the student wishing to seek retraining or an accelerated track into the industry.

Accomplishments:

Program Needs:

The Computer Graphics program was shared between two full time faculty however one full time faculty member now teaches it. This year an additional part time faculty person will be added to teach one additional course. Lab maintenance including software upgrading, system maintenance and hardware issues are handled by the full time faculty member. There is no laboratory tech. The current computer lab consists of 24 workstations incorporating Apple Macintosh Dual G5 CPU's with 19-inch LCD monitors. These systems have been carefully maintained and are functioning well although they are now over 4 years old and no longer a model offered in the Apple line. Although current hardware is desirable in any program that delivers its information through a computer, current software is critical in order to teach what the changing industry requires.

There is no budget within the division or college for routine computer replacement or for software upgrades so these needs are met through considerable effort on the Deans part and has historically kept the program several upgrades behind. Training of faculty who teach changing technologies should be incorporated into a program budget. Although staff development funding is available on campus these funds must be shared by a number of competing faculty and are not always available or convent. The computer graphics program has one lab currently. In order for the program to grow additional lab space is needed. With the increase of systems additional tech help will be needed as the maintenance workload grows.

## **Appendix E:**

### **Photography**

The Photography Department at Rio Hondo College is structured to provide the photography student a comprehensive introductory experience in traditional film based image making as well as instruction in advanced traditional photographic technique. With a strong emphasis on the artistic potential of the medium, photography at Rio Hondo College integrates a strong belief in fundamental technique with thoughtful creative expression and has produced student artists of exceptional caliber. Although the vocational and life-long learning student will find the curriculum challenging, the program is designed to meet the needs of students from various backgrounds with varied goals by providing a strong foundation from which they may choose to pursue either an academic or vocational path.

#### *Courses Offered:*

Photo 190: Beginning Photography

Photo 191: Intermediate Photography

Photo 290: Medium and Large Format Photography

Photo 291: Color Photography

To acquire an Associate of Science Degree in Photography, it is necessary to take the above Photography classes, meet the graduation requirements of the College, and take the following:

Art 105: Survey of Art History [prehistoric to renaissance]

Art 105: Survey of Art History [renaissance to 20th century]

Art 130: Freehand Drawing

Art 120: Two Dimensional Design

#### *Course Content:*

The RHC Photography program currently consists of 4 courses; beginning, intermediate, color, and medium and large format photography. The beginning photography class fulfills the general education requirement for the Arts and Humanities, it serves as an entry level course for those students interested in either pursuing a degree in photography or looking to improve/develop their photography skill set on a personal level or as part of their chosen occupation. Beginning photography also functions as the entry point to the other 3 courses in the photography program. Upon successful completion of the beginning photography course, students may choose to further develop their technical and conceptual approach to 35mm film based image making in intermediate photography, they may also choose color photography where they will be introduced to 35mm film based color photographic practices or they may choose to take medium and large format where they will be introduced to larger format films and cameras. These three more advanced courses may be taken in order

of interest and are also repeatable in order to allow students to continue to combine and/or improve their skills in each area. These four courses form the foundation for any continued pursuits in either commercial or fine art photographic practices.

The photography program consists of one full time faculty and four adjunct faculty. All the instructors hold advanced degrees in the field and maintain active professional practices. The lab facilities are adequate but dated and several pieces of equipment are in need of repair, replacement, or updating. The maintenance of equipment and ordering and replenishment of supplies is the responsibility of the full time faculty; as the lab ages and the number of students and adjunct faculty increases, there is an increasing burden of maintenance placed on the full time faculty.

While the current structure provides students access to a wide variety of ideas, approaches and processes, the number of adjunct faculty may have a negative impact upon the physical facility as well as consistency in the learning experience and technical information presented.

The RHC Photography Program provides an opportunity to acquire the various technical and aesthetic skills necessary to pursue a career in either commercial or fine art photographic practices. The program offers instructional emphasis in traditional film based photo practices, color printing, large format, and fine art photography. Competence is achieved through a focused curriculum that includes a strong foundation of practical photographic applications, access to a professionally active faculty, and facilities that are easily accessible and well maintained.

To its credit, the RHC Photography Program did not make a hasty move and embrace new technologies to the detriment of its traditional photo program, but it is now the time for the program to expand and incorporate digital photographic practices. Photographic image production is a key component in the new media revolution and our students need to have access to as strong a digital photographic foundation as our traditional program provides. The implementation of a digital photo program is also vital to bridge/fill the gap[s] between our graphic design and tv/video production programs.

The expansion of the photography program into digital technologies will require a significant amount of additional resources: faculty, facilities and equipment. The successful transition/expansion will require a dedicated digital photography lab, up to date equipment and current software and provide for the ongoing maintenance and upgrading of those technologies.

GOALS:

## **Appendix F :**

### **Art Gallery**

The Rio Hondo College Art Gallery is a non-commercial gallery exhibiting the art of established and emerging professional contemporary artists with the purpose of bringing the fine art world onto campus for the education and enrichment of students, staff, and the community. For each professional exhibit, a gallery talk is held at which one or more of the exhibiting artists address the public audience. The Rio Hondo College Art Gallery strives to produce compelling museum-quality exhibitions by renowned artists in its compact space.

In addition to the professional art exhibits mounted each semester, the RHC Art Gallery holds an annual exhibit of selected works by students from the art department as well as a biannual art-department faculty exhibit.

#### *Course Offered:*

ART 180: Art Gallery Display Design is the only course directly attached to the Art Gallery program at present. Students of this 2-unit transferable course learn basic principles of handling and displaying art and receive practical experience mounting exhibitions throughout each semester. Enrollment in this course has increased little by little but steadily over the past 5 semesters.

#### *Course Content:*

The RHC Art Gallery provides the opportunity for art students to view professional artwork firsthand without leaving campus. In this way, the gallery serves as a laboratory for lessons on formal issues and techniques taught in studio and art history classes. An idea in development is to create a laboratory component to ART 110: Understanding Visual Art that formalizes the current use of the RHC Art Gallery by students of ART 110 by giving them laboratory credit for their visits. There is a steady stream of visitors from our ART 110 classes. Capturing students' attendance in the gallery, as is done at some area community colleges, is an opportunity we've been missing.

Beyond these art-specific areas of interest, the gallery exhibitions often raise broader social, political, or ideological concerns that resound with the campus community and the general public, stimulating dialogue and reinforcing the role of the school as an institution of higher learning. Diverse viewpoints and often strong positions are presented through the artworks displayed in the RHC Art Gallery. From time to time, the content of an exhibition warrants additional programming beyond a gallery talk to include panel discussions, screening of documentary films, or other opportunities to further discuss the ideas presented by the artworks on display. In the past three years the art gallery has seen a greater attendance than ever before, in part due to the content of the

programming, but also due to outreach to the campus at large and encouragement of student attendance by new faculty.

Since the last program review, an artist-in-residence series has been added to the Art Gallery exhibition program. In addition to a solo show in the art gallery and the accompanying gallery talk and art opening, an artist-in-residence gives a slide-lecture about his/her work or career path, a master class teaching or demonstrating a lesson related to his/her art, and is invited to a department luncheon or dinner to celebrate the occasion. The artist-in-residence series was initiated last year and was wonderfully successful. Spring 2008 will be our second in the series and will help to establish this as a tradition. This series gives students and faculty alike the chance to work closely with a well-regarded artist and to develop a rapport that may ensue. It also raises the regard for the Rio Hondo College Visual Arts Department among the Southern California arts community.

#### ARTISTS EXHIBITED UNDER THE CURRENT ART GALLERY COORDINATOR:

##### 2005-2006 Gallery Season

- ***Inside Job***: Rio Hondo College Faculty Show
- ***More Than Skin Deep***: David Botello, Barbara Carrasco, Harry Gamboa, Jr., José Lozano, Ruben Ochoa, and Shizu Saldamando
  - IDENTITY, POLITICS, & ART: Panel Discussion with David Botello, Barbara Carrasco, Harry Gamboa, Jr., José Lozano, Ruben Ochoa, and Shizu Saldamando
- ***Connie Ding-Kuen Lane***: Sculptural Installation
- ***O! Flesh***: New Paintings by Carla Pagliaro
- ***Under The Influence***: Rio Hondo College Student Show

##### 2006-2007 Gallery Season

- ***Sub-Urbane***: Amir Zaki, Kristen S. Wilkins, Nikko Mueller, Liam Jones, Brian Andrews, Lynn Aldrich
- ***Raw Material: from the road in Asia***: Installation and collages by Margi Scharff
  - ***Margi Scharff***: slide talk on the artist's traveling-studio
- ***A Life in the Woods***: Brian Andrews, Linda Lundell, and Colin Roberts
- ***Artist-In-Residence: Tony de los Reyes***
  - **Slide Talk**: Tony de los Reyes
  - **Master Class**: Tony de los Reyes
  - **Meet-the-Artist BBQ**: Tony de los Reyes
- ***This Just In***: Rio Hondo College Student Show

##### 2007-2008 Gallery Season

- ***¡NI UNA MAS!/NOT ONE MORE!*** Installation by Deborah Koenker's installation
  - ***Senorita Extraviada:*** screening of documentary film by Lourdes Portillo
- ***Nice Work If You Can Get It:*** Rio Hondo College Faculty Show
- ***Air Apparent:*** Gregg Bayne, Samantha Fields, and Alison Foshee
- ***Artist-In-Residence: Sharon Ellis, Preparatory Drawings***
  - **Slide Talk:** Sharon Ellis
  - **Master Class:** Sharon Ellis
  - **Meet-the-Artist BBQ:** Sharon Ellis
- ***Prime Cut:*** Rio Hondo College Juried Student Show

### **GOALS:**

- Continue to produce compelling museum-quality exhibitions by renowned artists
- Create a laboratory component to ART 110 to include the RHC art gallery as a lab (modeled after art-studio labs)
- Continue new artist-in-residence series
- Increase the reassigned time for the art gallery coordinator or create an additional position of Art Exhibitions Curator at 20% reassigned time
- Increase the storage space to its 1999 dimensions
- Fix sink in outside storage area for gallery use
- Replace track-lighting system
- Install lighted signage outside building to direct visitors to art gallery
- Mount flat-panel monitor on gallery entry wall to display art department images & info
- Create art gallery page on art department web site

### **ACCOMPLISHMENTS:**

- Tripled enrollment in ART 180 over past 3 years
- Record high attendance at art openings and during regular gallery hours
- Evening hours added to art gallery hours of operation
- Added auxiliary programming (panel discussions, slide talks, film screenings) to some exhibitions
- Instituted Artist-In-Residence program
- Resurfaced 30-year-old gallery walls
- Purchased two new pedestals
- Purchased two DVD monitors for presenting video works
- Refinished 75% of the 30-year-old pedestals
- Returned to assigning gallery coordinator to full-time faculty member
- Documented each exhibit with digital images, ready for posting on website

Program Needs:

There is an ongoing concern regarding ample support for the various demands of the gallery. Clerical staff handle the task of mailing announcements for each exhibition; daytime gallery viewing hours are maintained by department staff, in addition to a part-time instructor in the evenings. From time to time, a student worker will be available to assist with work in the gallery but as this assistance is not built into the system it is intermittent and unpredictable. Students of ART 180 meet once a week and are assigned jobs to assist in mounting the exhibitions but, due to the logistics of scheduling, only a fraction of the necessary work falls within the hours of the weekly class meeting. As noted earlier in the self study, an evaluation of similar area programs is underway to determine appropriate recommendations for supporting the art gallery.

The art gallery itself is ample in size. It's just over 800 sq ft. However, as space is at a premium everywhere on campus, the storage facilities have been cannibalized and are neither adequate nor entirely functional. Ideally, the art gallery would gain back the space that used to be dedicated to it for storage of art work, pedestals, ladders, tools, supplies, etc. In the best conditions, the art gallery workspace would include running water and a sink as well as space for a permanent worktable. Since the last program review, and indeed since the art gallery was first built, most of the wall space has been resurfaced. The new walls are sheet-rock mounted on top of the existing plywood for mounting heavy pieces. The track lighting system is old and needs to be replaced. The alarm system has recently been maintained.

Signage outside the building directing visitors to the gallery is needed. The larger and brighter, the better, as the gallery is somewhat difficult for most first-time visitors to find. Since construction of the Learning Resource Center began, there is no loading zone for the art gallery. This poses problems for large or heavy works. It's possible that the space that was the loading zone will not be returned to its previous use even once the construction ends. Future gallery exhibits will most likely need to be designed around this obstacle until the art department has a new building.

Plans are afoot to design an art gallery web site. On it, the art gallery page will include installation shots of past exhibits as well as information about current exhibits. The web site will be ideal for displaying images of student art work as well, but an additional possibility would be to purchase a flat-screen monitor and mount it on the entry wall of the gallery for a continual display of student art, announcements for upcoming art exhibits, and other art department information.