

Rogue Community College
Art Department Program Review Self Study 2019

Mission Overview

We provide classes and education experience for the general student body, art focus persons, community makers, and provide required courses for all Computer Science/Graphic Design students.

Profile

Students pursue:

Associate of Arts, Oregon Transfer

Associate of General Studies

Personal Enrichment (community makers)

Degree and Certificate programs in Graphic Design (Computer Science): in 2018, 22 credentials were earned by students in that area of interest, all Graphic Design degrees and certificates require core art classes and include them as desirable electives.

General History:

Soon after the founding of RCC in the late 1960's, the first full time faculty was hired in 1971. At its peak, the department had three full-time faculty, a part-time secretary, and a full-time Exhibitions Assistant/Coordinator. It currently has one full-time instructor, and approximately 12 adjunct instructors.

Facilities history:

The Firehouse Art Center

Classes were offered first in various spaces on the Redwood Campus until the Old City Hall/Firehouse/Jail was acquired in the 1980's. This building was originally constructed in 1912, and city functions began moving out by bits and pieces, until 1983, when finally the fire department moved out of the building. The building was fully dedicated/renovated for teaching classes in 1994, but art classes moved into the building shortly after its possession by RCC. Initially there was no heat or air conditioning in the building, and classrooms were partitioned off with plastic sheeting and warmed by space heaters of various kinds. Instructors improvised in this uncomfortable situation because dedicated studio space for teaching drawing, painting, design, sculpture, and ceramics was so desperately needed. Renovation of the building continued over time, until the present, with the addition of the Firehouse Art Gallery during the 90's, and upgrades made possible through stimulus funds under the Obama administration.

Expansion:

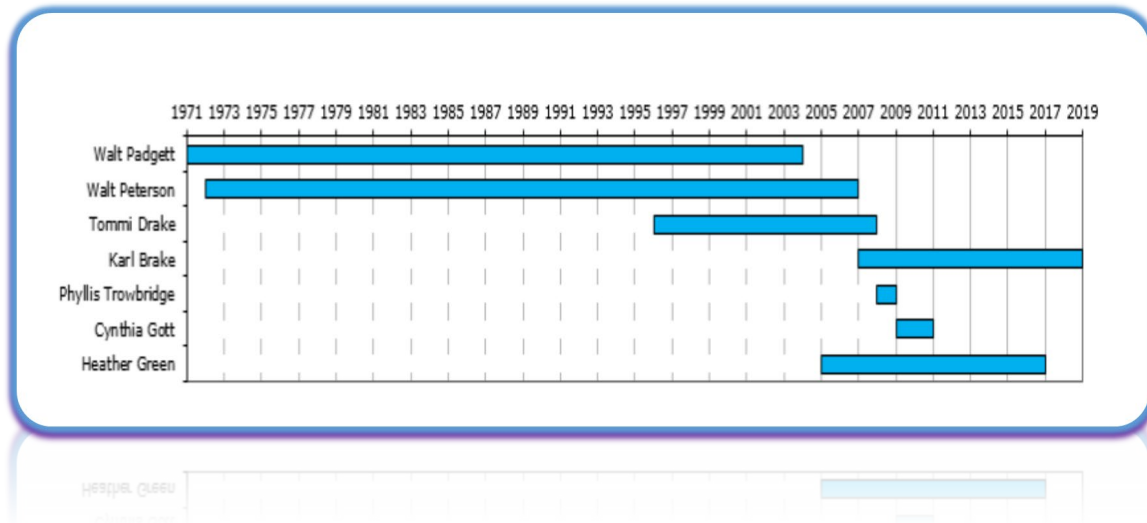
With the expansion into Jackson county, the Art Department moved into what is now A building, room 8, in 2004, where classes in painting, drawing, design are taught. The room is in constant use, and the faculty and staff are in constant motion moving furniture and equipment around to meet the needs of different courses; some classes need to be taught with easels, some need tables. Improvements have been made through RCC grant funds continually, including new windows and lighting, and constant upgrades of furniture and equipment. Proposals have been made many times by the department to acquire more space in the building, to better serve different media (currently only 2D courses are offered at Riverside), and to accommodate enrollment pressures. This initiative has yet to come to fruition.

The new RWC D building:

To accommodate the nascent Rogue Innovation Hub, the department undertook discussions with RCC Administration in 2018 to collaborate on a new facility, funded by the new bond initiative. RCC was committed to maintaining or improving credit art class service in any changes, and, it was decided to move the studio classrooms serving the art department to RWC campus, equaling or improving on services. The D building's square footage was able to accommodate all of the 2D classes, sculpture, jewelry/metalsmithing, faculty offices, an upgraded computer lab, and an improved lobby/classwork exhibit space. The ceramics facilities remained downtown, since they need approximately the same spaces as the other courses combined, and they have specific technical needs. With these two factors, it would take a second campus building to accommodate the current service level, which the bond budget would not allow.

Academic Year	Total FTE	Full-Time Instructors	FTE per FT Instructor
2009	120.63	2	60.32
2010	162.81	2	81.41
2011	150.32	2	75.16
2012	132.76	1	132.76
2013	148.06	1	148.06
2014	132.03	1	132.03
2015	114.79	1	114.79
2016	107.74	1	104.74
2017	110.89	1	110.89
2018	90.49	1	90.49
2019	93.51	1	93.51

Full-Time Faculty History (presently there is only one full-time, and approximately 12 adjunct faculty)



The RIF of classified staff in 2017 has had catastrophic impacts on the department.

Staffing levels are in an abysmal state. The one full-time person struggles to be department chair, manage and mount all exhibitions and special activities, hire and supervise all student workers and temp workers, advise, and maintain facilities. The full-time instructor is in an untenable and unsustainable position.

While RWC Facilities have been shifted, no real additions have been made to facility size; improvements to equipment and furniture have been made there and at RVC, but the RVC space remains woefully inadequate.

The library has not been responsive or solicitous in collaborating with the department on library acquisitions.

Program Learning Outcomes and Assessment

Art Department courses:

ART 131 Intro to Drawing (Value)

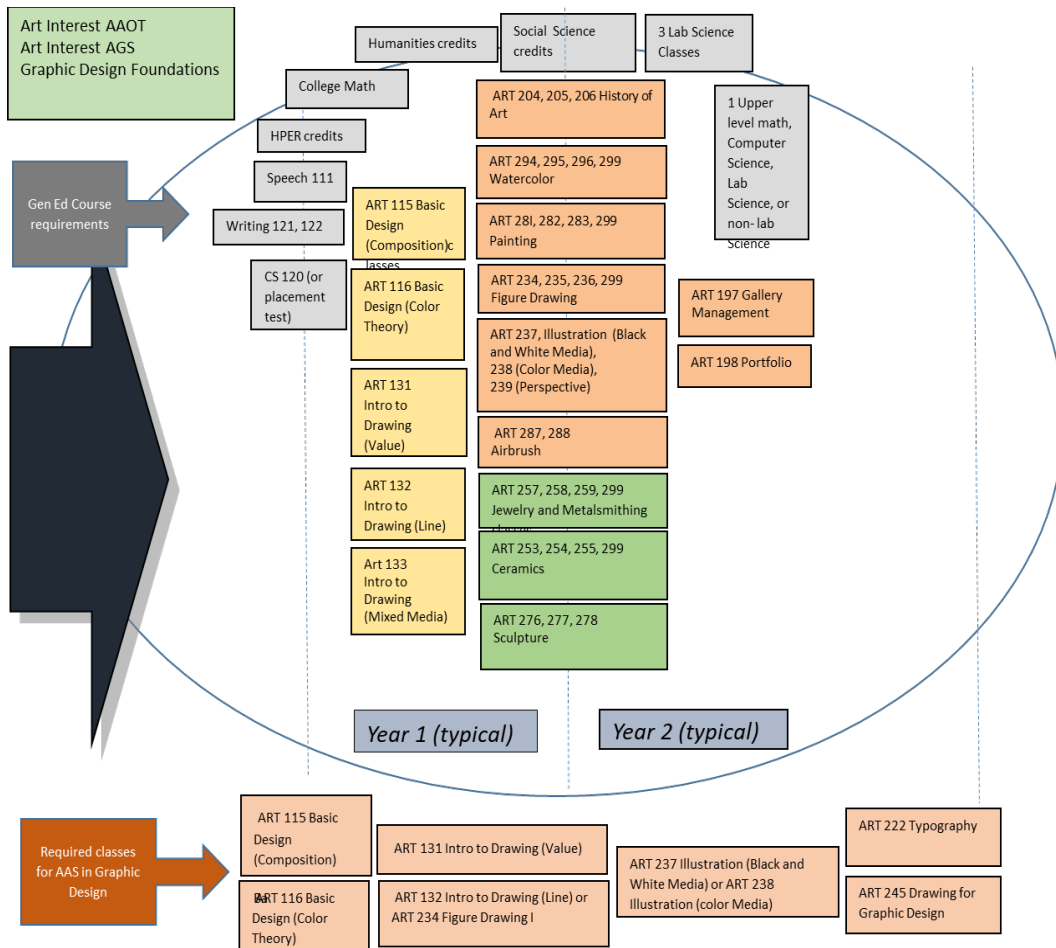
ART 132 Intro to Drawing (Line)
ART 115 Basic Design (Composition)
ART 116 Basic Design (Color Theory)
ART 222 Graphic Design (Typography)
ART245 Drawing for Graphic Design
ART 243 Figure Drawing I
ART 237 Illustration (Black and White Media)
ART 238 Illustration (Color Media)
ART 239 Illustration (Perspective)
ART 281 Painting I
ART 294 Watercolor I
ART 253 Ceramics I
ART 257 Jewelry and Metalsmithing I
ART 276 Sculpture I
ART 204, 205, 206, History of Art I, II, III

II, III, and Special Studies advanced courses are taught in combination with each of the major studio areas (Painting, Watercolor, Ceramics, Jewelry and Metalsmithing, Sculpture, Figure Drawing)

Additional specialty courses: ART 287, 288, Airbrush I, II

We invite professionals in art, education, and museum studies to judge our student shows and interact with faculty and students. At each of our several gallery openings as well, members of the professional art community visit and give us feedback, mentoring, and constructive interaction.

A wide variety of assessment tools are used in classes, including individual and group projects, class critiques, exhibitions, testing, creative and research writing, and a range of presentation formats.



Program Learning Outcomes (PLOs)

1. Demonstrate an understanding of the role and history of visual art in expressive human culture, addressing a variety of related issues, including but not limited to, politics, religion, the environment, economics, and other forms of expression. Communicate an awareness of visual art within a global context, in both historical and contemporary terms.
2. Acquire foundational knowledge and skills in Art Department courses of basic design, color theory, basic drawing, and illustration, and other department courses, which serve as both required and approved program electives for the Graphic Design program.
3. Develop skills in specific art studio disciplines, exploring a diversity of techniques, styles, and concepts, contributing to both an art interest within AAOT coursework, as well as toward life-enrichment outcomes.
4. Demonstrate creative and critical thought processes in the idea development process involved in producing works of visual art.

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Counts by year for:	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
# Stds with CURRENT Art focus on AAOT or AGS (322 or 300 majorcode, major1 &/or major2) that were enrolled in any course from the course group	58	63	63	68	51	49	45
# Stds Enrolled in any course(s) in course group (not including audits)	870	865	775	658	653	664	583
# Stds Enrolled in any courses totalling <9 Cr from course group	607	614	545	465	433	463	434
# Stds Earning 9+ Cr in any course(s) in review group	39	36	33	35	29	33	20

Significant Changes

Major facilities changes are underway in the relocation of the majority of art classes to RWC D building from RWC EBEC.

Summary

The faculty continues to dedicate itself to the task of educating students as if they were full-time; everyone puts in additional unappreciated or compensated volunteer efforts for the students. By its very nature, an art department fosters especially close working relationships between faculty and students. By RCC's continuing lack of support for full-time positions, the success of this program continues to be at serious risk, and endures untenable stress.