**Sinclair Community College**

**Continuous Improvement Annual Update 2012-13**

**Please submit to your dean and the Provost’s Office no later than Oct. 1, 2012**

**Department:** 0210 – Art

Year of Last Program Review: FY 2006-2007

Year of Next Program Review: FY 2013-2014

**Section I: Department Trend Data, Interpretation, and Analysis**

**Degree and Certificate Completion Trend Data – OVERALL SUMMARY**

Please provide an interpretation and analysis of the Degree and Certificate Completion Trend Data (Raw Data is located in Appendix A*): i.e. What trends do you see in the above data? Are there internal or external factors that account for these trends? What are the implications for the department? What actions have the department taken that have influenced these trends? What strategies will the department implement as a result of this data?*

Interpretations & Analysis of Degree & Certificate Completion Trend Data:

Examination of the trend data for Degree and Certificate Completion by fiscal year shows the Art Department's overall Degree and Certificate completions reached a high of 32 completions during FY 07-08. However, during FY 08-09, the number of Degree and Certificate completions dropped dramatically to 18 - a difference of 14 fewer completions. This represents a low point in the Department's 4-year trend data.

During FY 07-08, 14 students completed the ART.AA degree program and 2 students completed the ART.WSU.AA degree program for a total of 16 completions. During FY 10-11, 10 students completed the ART.AA degree program and 2 students completed the ART.WSU.AA degree program for a total of 12 completions. This represents a change of 4 fewer completions.

While the FY 08-09 decrease in completion rates served as a cause for concern, the upswing in completion rates during the following year appeared promising. FY 09-10 showed an upward trend that moved from 18 to 27 completions - difference of 9 more completions. Fortunately, this trend remained fairly consistent with a slight drop to 26 completions during FY 10-11.

The Art Department's Photographic Technologies Short-Term Certificate (PHOT.STC) has increased from 11 completers during FY 07-08 to 13 completers during FY 10-11. The years in between - FY 08-09 and FY 09-10 - showed a drop to 4 completers with a rise to 8 completers respectively.

Historically, the Art Department's Basic Drawing Short-Term Certificate (DRWG.STC) has shown a relatively low completion rate with 4 completions during FY 07-08, 4 completions during FY 08-09, 4 completions during FY 09-10 and 1 completion during FY 10-11. The consistently low completion rate and the recent decline in the completion rate suggests the Art Department should evaluate the actual need for this certificate program and consider the possibility of its deactivation via CMT.

Historically, the Ceramics & Sculpture Technologies Certificate program (CSTC.STC) and Arts Administration Certificate program (ARTSM.STC) showed extremely low completion rates. Evaluation of the low number of students completing the Ceramic & Sculpture Technologies Certificate and Arts Administration Certificate program prompted the Art Department to deactivate both programs via CMT during the 06-07 academic year. The one remaining student enrolled in the Arts Administration certificate program worked independently with the Art Department Chair to facilitate her successful completion of the program during Spring Quarter 2009.

Internal/External Factors:

The economic downturn may explain the decline in Degree and Certificate completions during FY 08-09. Displaced workers seeking re-training for new careers as a means to attain gainful employment may have been more apt to enroll in career-track degree programs. Since the ART.AA and ART.WSU.AA university parallel programs are oriented toward students who intend to transfer to four-year colleges or universities, some students may have opted to forgo the ART.AA or ART.WSU.AA degree program in favor of career-track degree programs that lead to employment following completion.

In contrast, the Art Department's Photographic Technologies Short-Term Certificate program is designed for the serious photographer or student desiring a job in the photographic studio/photographic processing industry. Students completing this Short-Term Certificate may open their own photographic studios or work in the photography industry. For these reasons, the Photographic Technologies Short-Term Certificate program may appeal to students wishing to start their own businesses or obtain gainful employment following completion. This may explain the program's increased completion rate.

Implications for Department:

The implications for the Art Department are clear - Degree and Certificate Completion must be consistently stressed throughout students' programs of study. Outreach efforts must be maintained and expanded.

Actions Taken/Strategies Implemented:

The Art Department Chair and Faculty recognize the importance of stressing Degree and Certificate completion and have made a concerted effort to incorporate discussion regarding degree and certificate completion during their interactions with students in the classroom. They also discuss the importance of the university parallel program and encourage students to think beyond the Associate Degree to the completion of Baccalaureate and Graduate degrees in Art.

The Art Department has also made an effort to link Art majors to the greater art community by providing Dayton Visual Arts Center (DVAC) memberships to all students who earn awards in the Department's Spring Juried Student Art Exhibition. This membership allows students to exhibit work in DVAC's open and juried exhibitions and allows them to network with members of the local art community. It is hoped these important community connections will help students identify as serious artists and gain a greater appreciation for the importance of academic cerentials.

The Chair and Faculty also recognize the importance of increasing outreach efforts to local high school students. In addition to participating in high school career fairs at Centerville High School, Wayne High School and West Carrollton High School, the department also works collaboratively with local high school teachers to bring student groups to campus for department tours and information sessions.

During the past year, high school students from Miami Valley CTC and the K-12 Gallery for Young People's Summer High School Art Camp program toured the Art Department with the Department Chair. Students were strongly encouraged to ask questions and were provided with information about the Art Department and the college in general. The Department Chair encouraged students to pursue art studies at Sinclair while still enrolled in high school. While students were aware of Post-Secondary Enrollment Options (PSEO), they were not aware of Sinclair's Advanced College Entry (ACE) program for high school students. General information about Sinclair's ACE program was provided to students and they were encouraged to contact the ACE program office for further details.

In addition to group tours, the Department Chair also met one-on-one with numerous high school students and their parents as a means to encourage them to consider the benefits of beginning their college experience at Sinclair, completing the Associate Degree and transferring to a four-year school.

**Course Success Trend Data – OVERALL SUMMARY**

Please provide an interpretation and analysis of the Course Success Trend Data (Raw Data is located in Appendix A). Looking at the success rate data provided in the Appendix for each course, please discuss trends for high enrollment courses, courses used extensively by other departments, and courses where there have been substantial changes in success.

Examination of the Art Department's Overall Success Rates reveals student success remains consistently higher than success rates of the Liberal Arts, Communication & Social Sciences Division and collegewide success rates.

Assessment, primarily in the form of portfolio review and skill testing exercises, serves as an integral component of the Department's studio course instruction. Faculty are dedicated to setting a high standard of expectation for students, working to assess their skills, and using these assessments to help them achieve mastery of course learning objectives. Studio courses lend themselves well to one-on-one interactions with students. Observations of the Department's studio faculty in action clearly reveals the attention given to ensure students understand assignments and are adequately challenged to move to the next level of their development as artists.

Lecture-based courses - ART 1110, Art Appreciation: Introduction to Art & Art Media; ART 2230, Art History: Ancient through Medieval Periods; ART 2231, Art History: Renaissance through Contemporary Periods, ART 2235, History of Photography; ART 2236, History of Women Artists; ART 2237, History of American Art; ART 2238, History of African Art - are taught in a manner that considers a variety of learning styles and encourages active student engagement. Full-Time faculty work closely with Adjunct faculty to ensure learning objectives are understood and properly presented to students.

A growing number of the Department's faculty teaching studio and lecture-based courses maintain robust course web enhancements that provide students with a variety of study materials and access to their grades in online grade books. Faculty encourage students to actively "track" their grades as the term progresses to ensure they are aware of their achievement levels. This allows students to maintain a "big picture" view of their progress and, if necessary, recognize a need to make corrections earlier in the term as a means to improve their final course grades.

Art Department faculty also consistently make themselves available to interact with students outside of the classroom. It is not unusual for faculty to serve as student mentors who encourage students to consider their educational goals and the means by which to achieve those goals.

High Enrollment Courses:

Under the quarter system, ART 101, Art Appreciation: Introduction to Art, a Top 45 course, is the Art Department's highest enrollment course. It has maintained a consistent success rate in the low 80% to high 70%. This course is offered in both the traditional classroom and online course sections and it continues to serve as one of the Art Department's highest enrollment courses. In the conversion to semesters, ART 101, Art Appreciation: Introduction to Art was merged with ART 102, Art Appreciation: Art Media to create the new ART 1110, Art Appreciation: Introduction to Art & Art Media course. It is hoped the high success rates for both ART 101 and ART 102 will carry over to the new ART 1110 course.

ART 111, Drawing I has also served as one of the Art Department's high enrollment courses. Success rates for this course have remained relatively consistent and reached a high of 77.5% during FY 11-12.

The courses in the Art History survey sequence - ART 231, Art of the Ancient World, ART 232, Art of the Medieval & Renaissance Worlds, ART 233, Art of the Modern World - serve as some of the Department's higher enrollment courses. Success rates for these courses have been consistent and range from the high 70% to mid-90% range. In the conversion to semesters, the Art History survey courses have been condensed from three to two courses - ART 2230, Art History: Ancient through Medieval Periods, ART 2231, Art HIstory: Renaissance through Contemporary Periods.

Substantial Changes in Success:

Low enrollment and low success rates dropping as low as 50% in ART 151, Art Therapy I, prompted the Art Department to deactivate this course via CMT during FY 11-12.

Examination of the Raw Data for ART 269, Introduction to Printmaking showed a drop in student success from 87.5% during FY 07-08 to 44.4% during FY 11-12. Further investigation provided a reasonable explanation for the substantial downturn in student success. Due to the Printmaking studio's serious space limitations, ART 269 must be offered as a low enrollment course. Ideally, the limited space allows for 8 students to work. However, in an attempt to move closer to the Art Department's Average Class Size of 18, the enrollment was increased to 10 students. During FY 11-12, ART 269 was only offered during Fall and Spring Quarters. The Raw Data did not include data for Spring Quarter. As a result, the data provided only shows what occurred during a single term. During Fall Quarter, 10 students were enrolled in ART 269. Of the 10 enrolled students, 5 students simply stopped attending class. These students did not officially withdraw from the course and, as a result, a grade of "F" was awarded to each of these students at the end of the term. Of the 5 remaining students who completed the course, 4 students earned "A"s and 1 student was an audit.

Please provide any additional data and analysis that illustrates what is going on in the department (examples might include accreditation data, program data, benchmark data from national exams, course sequence completion, retention, demographic data, data on placement of graduates, graduate survey data, etc.)

The Art Department began assessing student knowledge and skill attainment in its ART 161, Photography I course. This course has been taught exclusively by Adjunct faculty for many years. As students progressed to ART 162, Photography II and were evaluated by the Full-Time faculty member, Richard Jurus, it became apparent some students lacked important skills and knowledge that should have been attained in ART 161, Photography I. The attainment of these skills are necessary as a means for students to progress successfully through ART 162, Photography II.

Over consecutive terms, Art Department Chair, Kelly Joslin, visited several ART 161 classes and observed instruction. Richard Jurus conducted one-on-one portfolio reviews with ART 162 students to determined student attainment of requisite knowledge and skills. Based on these reviews, Richard Jurus, determined further assessment was required.

Richard developed an assessment (see Appendix 1) that he administered to students for the first time during Spring Quarter 2011 at the start of ART 162, Photography II. The assessment allows students to demonstrate their understanding of requisite photographic skills and terminology. The assessment also asks students to identify their ART 161 instructor. Richard evaluated the completed assessments and used the information gleaned to coach Adjunct Faculty to ensure all requisite areas of instruction were addressed in a consistent manner. Richard's commitment to this endeavor was included as a formal Continuous Improvement Target (CIT) for his annual Faculty Performance Reivew (FPR): CIT 2. Continue to oversee adjunct faculty in photography and digital studies and encourage them to do their best teaching as a means to ensure student success, maintain high retention standards and build the program.

During Fall Semester 2012, Richard opted to teach ART 1161, Black & White Darkroom Photography I (formerly ART 161, Photography I) as a means to compare his students' attainment of course learning objectives with the learning attainment of students taught by Adjunct Faculty as they progress to ART 1162, Black & White Photography II during Spring Semester 2013. It is hoped the results will provide further insight to ways in which the faculty may contribute more proactively to student success.

**Section II: Progress Since the Most Recent Review**

Below are the goals from Section IV part E of your last Program Review Self-Study. Describe progress or changes made toward meeting each goal over the last year.

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| **GOALS** | **Status** | **Progress or Rationale for No Longer Applicable** |
| In March 2006, The Art Department submitted a preliminary approval form for the Ohio Board of Regents (OBR) to Sue Merrell, Director of Curriculum at Sinclair Community College. The Art Department requested preliminary approval for a new Associate of Applied Science (A.A.S.) degree in Photography. This A.A.S. degree program was developed primarily from courses already in place and required the creation of only three new courses. With the exception of an expensive proprietary school, OIP&T, no public institution in a 30-mile radius offers this degree. A survey of current Photography certificate students and students seeking the A.A. degree with a concentration in Photography were surveyed and showed an overwhelming interest in the A.A.S. degree in Photography. In conjunction with Sinclair’s low tuition, NCA accreditation, and the department’s National Association of Schools of Art and Design (NASAD) accreditation, the Photography A.A.S. degree would attract new students to Sinclair as well as addressing the community’s need for credentialed commercial photographers. | In progress [ ] Completed [ ] No longer applicable [x]  | As noted in previous updates, the Art Department's request for a new Photography A.A.S. degree was not approved by the college for submission to the Ohio Board of Regents.  |
| The Art Department has expanded its painting courses to include classes that meet once per week on Fridays, classes that meet on weekends, and during summer quarter. In response to student requests, Anatomy and Life Drawing is currently being offered during the evening.  | In progress [ ] Completed [x] No longer applicable [ ]  | While the Art Department expanded its painting course sections to include classes meeting once per week on Fridays, classes meeting on weekends, and classes meeting during the Summer Quarter, a drop in enrollment required the Friday painting course to be eliminated from the schedule. However, enrollment has remained relatively strong to continue to support painting classes meeting on Saturdays and during Summer Quarter.In response to student requests, an evening ART 216, ART 217, ART 218, Life Drawing & Anatomy I, II, II course section was added to the course schedule. Unfortunately, after only one term, enrollment dropped and the evening course section was cancelled due to low enrollment. |
| The development of ART 231, ART 232, ART 233 as web courses. Upgrading ART 236, The History of Women Artists, from video course format to web course format.  | In progress [ ] Completed [ ] No longer applicable [ ]  | ON HOLD:During the transition from quarters to semesters, the Web Course Development Team focused on converting previously developed quarter-based online Art History courses to semester-based online courses rather than allowing previously undeveloped courses to be created.During the past two years, the amount of work required on the part of the Art Department Chair and Faculty has been extreme. ART 1110, Art Appreciation - Introduction to Art & Art Media, ART 2235, History of Photography, ART 2236, History of Women Artists and ART 2238, African Art were redeveloped and prepared to "go live" for Fall Semester 2012.All of the Art Department's online courses were revised and successfully delivered in 16-week and 12-week versions for Fall Semester 2012.ART 2236, History of Women Artists (formerly ART 236, History of Women Artists) was upgraded as planned from its outdated video course format to web course format and was successfully launched online during Winter Quarter 2008. The course was later revised and improved in its online format.Additionally, ART 235, The History of Photography and ART 125, African Art were redevelopped and re-launched online during Winter Quarter 2009.During the course of the conversion from quarters to semesters, ART 2236 was re-developed with expanded content.It is hoped the Web Course Development Team will allow the Art Department to develop its new Art History sequence - ART 2230, Art History: Ancient through Medieval Periods and ART 2231, Art History: Renaissance through Contemporary Periods (formerly ART 231, Art of the Ancient World, ART 232, Art of the Medieval & Renaissance Worlds, and ART 233, Art of the the Modern World.) as online course options in the future.  |
| The continued expansion of Art Department web course offerings will continue to enhance enrollment and efficiency. The Art Department currently offers the following web-based courses: ART 101, ART 102, ART 125, ART 235. In response to student need for web-based Top 45 courses, 4 sections of ART 101 were offered during Fall Quarter 2006. To further enhance student enrollment opportunities, 8 sections of ART 101 were scheduled for Winter 2007 with 6 sections being offered. | In progress [ ] Completed [x] No longer applicable [ ]  | The number of the Art Department’s online course sections has continued to expand in response to student demand. Under the quarter system, it became common for 8 sections of ART 101, Art Appreciation – Introduction to Art to be offered during a given term, with 3 sections of ART 102, Art Appreciation – Art Media 3 sections of ART 125, African Art, 4 sections of ART 235, The History of Photography and 3 sections of ART 236, The History of Women Artists.During Fall Semester 2012, online course offerings included: ART 1110, Art Appreciation - Introduction to Art & Art Media (7 sections); ART 2235, History of Photography (3 sections); ART 2236, History of Women Artists (2 sections); ART 2238, African Art (1 section).Online course enrollments will be carefully monitored to ensure an appropriate number of course sections are offered to students each term. |

Below are the Recommendations for Action made by the review team. Describe the progress or changes made toward meeting each recommendation over the last year.

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| **RECOMMENDATIONS** | **Status** | **Progress or Rationale for No Longer Applicable** |
| Because mathematics is a stumbling block for many art students, pursue with the Mathematics Department the possibility of teaching sections of selected courses using approaches that would appeal to visual learners.  | In progress [ ] Completed [x] No longer applicable [ ]  | As previous updates have discussed in detail, the Art Department collaborated with the Mathematics Department to create a pilot MAT 102 course for Visual Learners. Unfortunately, low enrollment kept the pilot from progressing.The Mathematics Department has continued to work to improve student success. It is hoped Art majors will benefit from these improvement. |
| Increase completion rates in the department’s degree/certificate programs. In conjunction with RAR, conduct research on why students are not completing the programs and identify ways to help more students finish program requirements. | In progress [x] Completed [ ] No longer applicable [ ]  | Since the Art Department’s A.A. degree program is intended to lead, by transfer, to baccalaureate degree programs, some students opt to transfer to four-year colleges, universities, or stand-alone art schools before completing the requirements to earn the A.A. degree from Sinclair. Graduating Student Surveys conducted by the Art Department each Spring for the department’s National Association of Schools of Art and Design (NASAD) accreditation indicate Mathematics serves as the greatest obstacle to program completion for many students. It was hoped the department’s collaboration with the Theatre & Dance and Mathematics Departments to develop an approach to teaching MAT 102 in a manner more conducive to the learning style of visual learners would serve to increase the number of students who successfully complete the Art Department’s A.A. degree program. However, low enrollment in the pilot visual learner-centered MAT 102 course caused the course to be discontinued.The Art Department faculty have worked more actively to encourage students to complete the A.A. degree program prior to transfer. Students are also strongly encouraged to graduate from the ART.AA degree program during their enrollment in the ART 295, Pre-graduation Exhibition course. |
| Review the arts administration program and determine what revisions to this program, if any, are needed to update and refresh the curriculum. | In progress [ ] Completed [x] No longer applicable [ ]  | Examination of the low number of students completing the Ceramics & Sculpture Technologies Certificate program and Arts Administration certificate program prompted the Art Department to deactivate the programs via CMT during the 2006-2007 academic year. One remaining student enrolled in the Arts Administration certificate program worked independently with Kelly Joslin, Art Department Chairp, to facilitate her successful completion of the program during Spring Quarter 2009.  |
| Explore options for additional space and/or alternative uses of existing space in order to support growth in high priority areas. Consider opportunities for offering more sections of selected classes off campus. | In progress [ ] Completed [x] No longer applicable [ ]  | The Art Department continues to actively investigate the acquisition of additional space and/or alternative uses of existing space to support growth in high priority areas. While a shortage of studio space remains a concern, the department is experiencing growth in its online course offerings. Fortunately, these courses do not require the use of additional classroom/studio space.During Fall Quarter 2009, the Art Department Chair, Kelly Joslin, met with Kathleen Cleary, Dean of the Liberal Arts, Communication & Social Sciences Division, and Woody Woodruff and Chris Tomlinson of Facilities Management to examine potential expansion opportunities in Building 13.Drawing & Painting:A location for a new Drawing/Painting studio was identified on the south side of Building 13 on the second floor; however, the space was later re-developed as traditional classroom space rather than a Drawing/Painting studio as originally planned.Sculpture – Metal Fabrication:The Art Department’s lack of metal fabrication in its Sculpture curriculum was identified by the National Association of Schools of Art and Design’s (NASAD) reaccreditation site visitors as a serious concern. In response, the Art Department Chair, Kelly Joslin, also investigated the possible acquisition of space on the first floor of Building 13 for a Metal Fabrication Sculpture Studio. Unfortunately, the available space on the first floor had already been designated for other purposes. To date, no other sites on campus that would meet the requirements for a Metal Fabrication Sculpture Studio have been identified.Printmaking:The Art Department’s undersized Printmaking studio has long been a serious source of concern and the acquisition of additional space has been a longstanding and ongoing request. The current space used for Printmaking instruction is far too small to accommodate the number of students required to meet the department’s 18-student average class size. Currently, the space accommodates 8 students; however, in an attempt to move closer to average class size, the course enrollment capacity has been increased to 10 students. The addition of two additional students negatively impacts the space and safety concerns result from crowding too many students using sharp tools to cut wood print plates into the already cramped space. The Art Department Chair, Kelly Joslin, has spoken with Woody Woodruff of Facilities Management on numerous occasions regarding acquiring additional space for Printmaking. However, no space meeting the requirements necessary for the operation of a Printmaking studio has been identified.Photography:The Art Department’s ART 171, Studio Photography course had outgrown the small studio space located in the 13-303 Photography Lab. Art Department Chair, Kelly Joslin, met with Woody Woodruff and Chris Tomlinson to seek approval to dismantle the Art Department’s small 13-202 PC lab with 10 student computers. The 13-202 PC lab was used to teach ART 107, Beginning Photoshop and ART 175, Computer Photography I. Kelly Joslin had already collaborated with the Design Department Chair, Shari Rethman, to utilize the Design Department’s Mac labs for ART 175 instruction. Moving the course to the Design Department’s Mac labs allowed 18 students to enroll in ART 175 and the course enrollment now meets average class size standards. The only course that continued to be taught in the 13-202 PC lab was ART 107. Typically 4 sections of ART 107 would be offered during a quarter. Each course section only accommodated 10 students with a total enrollment over four sections equaling 40 students. Four faculty were required to teach the four ART 107 course sections. In an effort to increase efficiency and move the enrollment to average class size, Kelly Joslin made arrangements to move the ART 107 courses to the Englewood Learning Center and Courseview Campus where each course section could accommodate 24 students rather than 10 students. After obtaining permission from Facilities Management, the Art Department’s 13-202 PC lab was dismantled and the space was converted to a Photography studio to support the ART 171, Studio Photography course. This re-use of space has proven to be extremely effective and has provided ART 171 students with a professional environment in which to create studio photographs. The Art Department’s Photographic Technology certificate is the department’s most successful certificate program and the repurposing of the 13-202 space from a small inefficient PC lab to a Photography studio more effectively supports the students completing this certificate program and improves their hands-on learning experience as studio photographers. |
| Explore opportunities to offer continuing education for working artists, including workshops and courses that deal with business practices for working artists. | In progress [ ] Completed [x] No longer applicable [ ]  | The Art Department faculty maintain annual membership with the Dayton Visual Arts Center (DVAC). DVAC provides ongoing workshops and courses dealing with business practices for working artists. The Art Department’s faculty and professional staff currently work collaboratively with DVAC by serving on committees, participating in exhibitions, presenting gallery talks and presenting workshops. The Department Chairperson, Kelly Joslin will continue to work collaboratively with the DVAC Director to identify additional ways in which the department may further assist the community’s working artists.Richard Jurus, Kelly Joslin and Kevin Harris have written a proposal to conduct an Alternative Process Photography workshop for working artists and other interested individuals in the community. The proposal has been submitted to the Rosewood Arts Center in Kettering, Ohio and is currently under consideration for a possible spring workshop. The proposal will also be submitted to other art venues.  |
| Increase the visibility of the Art Department on campus, and develop creative strategies for articulating and sharing the learning that is accomplished through the arts.  | In progress [ ] Completed [x] No longer applicable [ ]  | The Art Department advertises monthly exhibitions of its galleries and receptions through the creation and distribution of show cards via U.S. Mail and email announcements. Exhibitions are also advertised in local newspapers.The Art Department has also begun to produce and distribute announcement cards for its Spring and Holiday Student Art Sales. The Art Department publishes and distributes an annual electronic newsletter during Spring to highlight department, faculty, and student activities/achievements. Faculty member, Kay Koeninger, serves as the newsletter's editor and Kelly Joslin assists with editing duties. As a means to promote “green” initiative, the newsletter is distributed electronically on-campus and off-campus to area arts organizations. The newsletter has also become a permanent fixture on the Art Department’s official web site.Faculty member, Kevin Harris, maintains gallery space in the walkway located between Buildings 1 and 2 featuring quarterly Art Department scholarship recipients’ artwork. This gallery space is highly visible and presents the work being produced in the Art Department’s studio courses to the greater college community.The Art Department’s Gallery Coordinator/Collections Curator, Pat McClelland, works with Publications to broadcast Art Department gallery exhibitions on the college’s flat screen televisions across campus. This means of on-campus advertising keeps exhibitions before the greater college community and informs them of the department’s exhibitions and events.The Art Department has also established a social media site on Facebook. The site features Art Gallery exhibitions and is administered by the Galleries Coordinator/Collections Curator, Pat McClelland. |
| Promote the department’s NASAD accreditation more widely. | In progress [ ] Completed [x] No longer applicable [ ]  | As a means to promote the department’s National Association of Schools of Art and Design (NASAD) accreditation more widely, the Department Chairp has revised/updated the department’s web site to include specific information regarding its NASAD accreditation. Prior to the recent revisions, no mention of NASAD accreditation appeared on the department’s official web site. NASAD accreditation information is also featured on flyers distributed to prospective students at local College Information and Career Fairs.NASAD accreditation has also been included on the Art Department's letterhead and mailing envelopes.The Department Chair and many faculty have included note of the Department's NASAD accreditation on the signature lines of their Outlook email accounts. |
| Review the department’s curriculum, deleting courses that are not offered frequently and/or courses that attract few students. | In progress [ ] Completed [x] No longer applicable [ ]  | The Department Chair regularly reviews the department’s curriculum and deactivates courses/certificate programs as necessary.The revision of all of the department’s curriculum for the quarters to semesters conversion has provided an excellent means by which to further evaluate curriculum and further refine this process. |

**Section III: Assessment of General Education & Degree Program Outcomes**

The Program Outcomes for the degrees are listed below. **All program outcomes must be assessed at least once during the 5 year Program Review cycle, and assessment of program outcomes must occur each year**.

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| **General Education Outcomes** | To which degree(s) is this program outcome related? | Year assessed or to be assessed. | Assessment MethodsUsed | What were the assessment results? (Please provide brief summary data) |
| Oral Communication | All programs | **2011-2012** | ART 108, 109, 111, 131, 132, 133, 251:Formal Presentations with PowerPoint  | Oral communication is integral to all studio-based courses in the form of in-class critiques and formal presentations of research papers.Faculty member, Kevin Harris, incoporates assessment of Oral Communication in his Drawing courses in the form of in-class critiques where students are required to present their own work as well as verbally assess the work of their classmates as a means to promote the development of oral communication skills. Faculty member, Tess Little, made this General Education Outcome part of her sculpture classes and included it as a Continuous Improvement Target (CIT) for her Faculty Performance Review (FPR):CIT 4: Encourage and promote student success by requiring students to research and present oral reports focusing on different aspects of sculpture, i.e. composition, unity, balance, movement, balance, color, form, and history. The oral reports are formally presented to the class using appropriate digital images. These formal presentations help students compose and deliver information and gain computer literacy. (CPA 2, 3, 4)Faculty member, Robert Coates requires students in his ART 108, Design Basics: Color and ART 109, Elements of Composition courses to present their formal research papers orally with PowerPoint presentations. These reports help students formally compose and deliver information. Students also use computers to supplement reports. This helps students gain computer literacy.  |
| Written Communication | All programs | **2011-2012** | ART 108 & ART 109:Formal research papersART 101, 102, 125, 235, 236:Writing Activity Discussion Forums & Formal Research Paper | Faculty member, Robert Coates, made this General Education Outcome a requirement for his studio ART 108, Design Basics: Color and ART 109, Elements of Composition. Students write formal research papers in which they research the different aspects of art, i.e. color, and composition.Online ART 101, Art Appreciation-Introduction to Art, ART 102, Art Appreciation-Art Media, ART 125, African Art, ART 235, History of Photography and ART 236, History of Women Artists utilize Writing Activities requiring students to respond to a prompt, post their response in the appropriate Writing Activity Discussion Forum, then read and respond to 3 of their classmates' responses. Students also complete formal written critiques or research papers that they post in the appropriate Discussion Forum for their classmates to read and provide comments. Students must read and respond in written form to at least 3 of their classmates' posted papers.These written communications address the General Education outcome by requiring students to respond to one another’s writings and preparing/revising formal papers. Students' written responses in the Writing Activity Discussion Forums and formal written papers are evaluated and assessed by faculty using General Education-based rubrics. These assessments ensure students understand the level to which they are achieving success in terms of their written communication as well as areas in which they require improvement.  |
| Critical Thinking/Problem Solving | All programs | **2012-2013** |  |  |
| Values/Citizenship/Community | All programs | **2013-2014** |  |  |
| Computer Literacy | All programs | **2014-2015** |  |  |
| Information Literacy | All programs | **2015-2016** |  |  |
|  |  |  |  |  |
| **Program Outcomes** | To which course(s) is this program outcome related? | Year assessed or to be assessed. | Assessment MethodsUsed | What were the assessment results? (Please provide brief summary data) |
| Demonstrate a working knowledge of art and history of art.  | ART 2230, 2231,2235,2236,2237,2238  | 2006-07 | Pre-Test & Post Test | During Fall Quarter 2006, Department Chair, Kelly Joslin, and Art History/Art Appreciation faculty members, Kay Koeninger and Nancy Mitchell created Pre- and Post-Test Assessment Tools for the department’s Art History survey courses—ART 231, Art of the Ancient World; ART 232, Art of the Medieval & Renaissance Worlds; ART 233, Art of the Modern World. The Pre- and Post-Test Assessment tools would help the Art Department determine whether or not students were demonstrating a working knowledge of art and the history of art at the conclusion of their course of study. During Winter Quarter 2007 and Spring Quarter 2007, Pre- and Post-Test Assessment Tools were administered to students enrolled in Art History survey courses—ART 231, Art of the Ancient World; ART 232, Art of the Medieval & Renaissance Worlds; ART 233, Art of the Modern World.During Fall Quarter 2007, Pre- and Post-Test Assessment Tools for each Winter Quarter and Spring Quarter Art History survey course were individually scored. The resulting scores were then combined to obtain aggregate scores for each course. Aggregate scores were converted to percentages. These percentages were then compared to determine if Post-Test scores were higher than Pre-Test scores. Analysis of the data revealed the following:WINTER QUARTER 2007ART 231:Pre-Test Aggregate Score: 48% Post-Test Aggregate: 69% Difference: 21%ART 232:Pre-Test Aggregate Score: 39% Post-Test Aggregate: 69% Difference: 30%ART 233:Pre-Test Aggregate Score: 41% Post-Test Aggregate: 62% Difference: 21%SPRING QUARTER 2007ART 231:Pre-Test Aggregate Score: 56% Post-Test Aggregate: 78% Difference: 22%ART 232:Pre-Test Aggregate Score: 55% Post-Test Aggregate: 57% Difference: 2%  NOTE: 3 students failed to complete the second side of the Post-Test Assessment Tool.ART 233:Pre-Test Aggregate Score: 46% Post-Test Aggregate: 80%  Difference: 34%In all cases, the Post-Test Aggregate percentages are higher than the Pre-Test Aggregate percentages. This suggests students are making gains in terms of their knowledge of Art and Art History during the course of their Art History studies.  |
| Solve visual and technical problems in several media and promote the development of good craftsmanship through evaluations within each class/studio based on the student's own work. | ART 1101, 1102, 1106, 1111, 1112,1121, 1122, 1131,1132,1133, 1161,1162,1170,1171,2111,2141, 2142,2217,2217,2221,2222,2265,2266,2269 | 2011-2012 (ongoing) | Written assessment & portfolio review | Assessment administered to ART 162, Photography II (ART 1162, Black & White Darkroom II) students at the start of the term to determine comprehension of requisites skills and knowledge gained as a result of successful completion of ART 161, Photography I (ART 1161, Black & White Darkroom Photography I). Portfolio review conducted at the end of the term used to determine if students have utilized requisite skills and knowledge gained in ART 161 (ART 1161) and expanded on these skills in the creation of a formal portfolio of their fine art photographic prints. Results:It became apparent a number of students had not mastered the use of a gray card, did not understand how to properly use a grain focuser, and failed to comprehend the formal elements associated with the composition of fine art photographic prints.Faculty member, Richard Jurus, used the information gleaned from the assessment and formal portfolio review to more closely mentor ART 161 (ART 1161) Adjunct Faculty to ensure they consistently provide students with requisite course content.During Fall Semester 2012, Richard opted to teach ART 1161 as a means to better assess students' abilities. During Spring Semester 2012, Richard will compare the assessment results and portfolios of his current ART 1161 students with those who completed the course with Adjunct Faculty members. It is hoped this will allow him to provide Adjunct faculty with even greater resources to ensure student success.  |
| Use the critique process for presenting and developing fine art portfolios and Electives exhibitions in a professional manner. | ART 1101, 1102, 1106, 1111, 1112,1121, 1122, 1131, 1132, 1133,1161,1162,1170,1171,2111,2141, 2142,2217,2217,2221,2222,2265,2266, 2269 , 2295 | 2009-2010 | Artist's Goals Surveys - Pre and Post | Faculty member, Bridgette Bogle, administeres an Artist's Goals Survey to ART 195, Portfolio Development in Fine Arts students at the start of the term and an identical Artist's Goals survey at the end of the term. The survey consists of open-ended questions that allows students to self-report.   Based on her earlier assessments and student feedback, Bridgette determined it would be beneficial to provide ART 195 students with more concrete examples of actual portfolios as well artist’s statements – both good and bad. Providing these examples in an electronic format has helped students gain a clearer understanding of how to write a cogent artist’s statement and develop a quality portfolio of their artwork. The evidence of this fact is further demonstrated when the students enroll in the final ART 295, Pre-graduation Exhibition course where they must provide an artist’s statement and select a cohesive body of work for exhibition.   |
| Demonstrate the use of basic artistic vocabulary and visual literacy.  | ART 1110,2230, 2231,2235,2236,2237,2238 ART 1101, 1102, 1106, 1111, 1112,1121, 1122, 1131, 1132,1133,1161,1162,1170,1171,2111,2141, 2142,2217,2217,2221,2222,2265, 2266, 2269 , 2295, 2270 | 2011-2012 (ongoing) | Written assessment & portfolio review | See discussion above regarding ART 161 (ART 1161). |

**General Education Outcomes**

1. Are changes planned as a result of the assessment of general education outcomes? If so, what are those changes?

Oral Communication:

The incorporation of Oral Communication in studio-based courses in the form of formal presentations of research papers encourages students to develop their presentation skills and their ability to articulate their knowledge of art and its historical context.

In addition to the typical critiques conducted during class sessions, Tess Little and Bob Coates have incorporated formal presentations of research papers as part of their studio-based courses. Tess and Bob will continue to assess the effectiveness of this process to determine if changes in the assessment process are necessary.

Written Communication:

All of the Art Department's online course offerings were revised for semester transition. Written Communication continues to be a strong component of each of the online course offerings - ART 1110, Art Appreciation - Introduction to Art & Art Media, ART 2235, History of Photography, ART 2236, History of Women Artists, and ART 2238, African Art - in the form of Writing Activity Assignments that requiring formal written responses to prompts and then subsequent participation in Writing Activity Discussion Forums. These courses also require formal critiques or research papers. Because these courses are newly revised, faculty will evaluate and assess the level of students' achievement of this General Education outcome to determine if further changes are necessary.

1. How will you determine whether those changes had an impact?

Oral Communication:

Tess and Bob will compare the quality of student presentations over the duration of subsequent terms as a means to determine if students' oral communication skills have improved or if additional changes to the process may be necessary.

Written Communication:

Students' success in terms of comprehending the focus of the Writing Activity prompts and their ability to articulate appropriate responses will help faculty determine if the current assignments are successful or if further revisions must be made.

**Program Outcomes**

1. Are changes planned as a result of the assessment of program outcomes? If so, what are those changes?

ART 1161, Black & White Darkroom Photography I (fomerly ART 161, Photography I):

To date, assessment of program outcomes has revealed use of the gray card and grain focuser must be stressed to ensure students properly understand the importance of and the proper use of these tools.

Deficits in students' understanding of fine art composition show the formal evaluation of fine art photographs in terms of the Visual Elements and Principles of Design must be more fully integrated in class discussions and in the practice in the creation of fine art photographs.

Adjunct faculty have been instructed to address the use of the gray card and grain focuser to studets repeatedly throughout their ART 1161 course experience and to conduct one-on-one tests with students to ensure they have achieved the proper understanding of and use of these important tools.

Adjunct faculty have also been instructed to incorporate more specific discussions focusing on fine art composition and the study of photographs created by well-known fine art photographers in their class lectures and demonstrations.

1. How will you determine whether those changes had an impact?

ART 1161, Black & White Darkroom Photography I (fomerly ART 161, Photography I):t

It is hoped the impact of the changes made in terms of mentoring Adjunct faculty and the fact that Full-Time faculty member, Richard Jurus, is currently teaching ART 1161 will effect positive change in terms of helping students better achieve course learning outcomes.

Further examination of ART 1162, Black & White Darkroom Photography II during Spring Semester 2012 will help faculty determine if the changes made have had a positive effect.

**Improvement Efforts**

1. What were the results of changes that were planned in the last Annual Update? Are further changes needed based on these results?

ART 295, Pre-Graduation Exhibition:

The curriculum for ART 295, Pre-graduation Exhibition has been revised over the course of the previous year to provide students with greater instruction in terms of the professional presentation of their artwork in a formal exhibition as well as real world experience resulting from a unique collaboration with Gallery 510, a local art gallery, located on 5th Street in the Oregon District.

Gallery owner, Loretta Puncer, serves as a special guest during one class meeting each term to provide students with a business perspective in terms of marketing their artwork to a gallery, properly pricing their artwork and knowing how to determine if their artwork is suited to a specific gallery.

In addition, Loretta also meets with students to review their artwork and personally selects artwork for inclusion in an exhibition at her gallery. A formal reception is hosted at Gallery 510 and the event is tied with the Downtown Dayton Partnership’s First Friday activities. Students also exhibit their work in the Building 13 Art Galleries as they have done in the past. These experiences provide students with greater problem-solving and critical thinking activities that help them establish important ties with the local art community.

As the transition to semesters was planned, faculty determined it would be beneficial to combine ART 195, Fine Art Portfolio Development and ART 295, Pre-graduation Exhibition to create a new course, ART 2295, Graduation Portfolio Development & Exhibition.

Faculty member, Bridgette Bogle, used the information gleaned through her assessment of students in her ART 195, Fine Art Portfolio Development courses to guide her co-development of the new ART 2295 course with Pat McClelland who teaches the ART 295 course. As noted above, Pat has also gained great insight during the assessment of ART 295 students and has made significant changes to the course format and instruction to ensure students achieve desired learning outcomes.

In the new ART 2295 course which Bridgette and Pat will team-teach, students will write formal artist statements and an art-related resume, attend lectures and demonstrations on the professional presentation of artwork, take quality promotional images of their artwork and select a portfolio of their original artwork for graduation exhibition. This course will serve as an expanded capstone experience for students graduating with the ART.AA degree.

1. Are there any other improvement efforts that have not been discussed in this Annual Update submission?

In preparation for semester conversion, faculty member, Mark Echtner, assessed his Life Drawing & Anatomy and Painting courses using portfolio review and quizzes. After assessing his students' work in these courses, Mark revised the curriculum for Beginning Painting II, combining some projects and introducing a series of 3 paintings that allow students to develop an idea beyond a single image.

Mark evaluated the strengths and goals of each project for Life Drawing & Anatomy and Painting and revised the structure of the courses, the order of the projects and the content of the quizzes accordingly.

Mark made this process part of his Faculty Performance Review (FPR): CIT 2: Continue review of all life drawing and painting courses in preparation for semester conversion. (CPA 2,3,4,5).

**APPENDIX – PROGRAM COMPLETION AND SUCCESS RATE DATA**

**Degree and Certificate Completion**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Department | Department Name | Program | FY 07-08 | FY 08-09 | FY 09-10 | FY 10-11 |
| 0210 | Art | ART.AA | 14 | 9 | 11 | 10 |
| 0210 | Art | ART.WSU.AA | 2 | . | 4 | 2 |
| 0210 | Art | ARTSM.STC | . | 1 | . | . |
| 0210 | Art | CSTC.STC | 1 | . | . | . |
| 0210 | Art | DRWG.STC | 4 | 4 | 4 | 1 |
| 0210 | Art | PHOT.STC | 11 | 4 | 8 | 13 |

**Course Success Rates**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Department | Department Name | Course | FY 07-08 | FY 08-09 | FY 09-10 | FY 10-11 | FY 11-12 (excludes Spring) |
| 210 | Art | ART-101 | 82.8% | 75.8% | 76.0% | 76.3% | 77.2% |
| 210 | Art | ART-102 | 79.5% | 79.4% | 73.8% | 78.9% | 77.0% |
| 210 | Art | ART-106 | 91.7% | 85.7% | 75.9% | 78.6% | . |
| 210 | Art | ART-107 | 70.2% | 78.1% | 68.5% | 72.7% | 60.9% |
| 210 | Art | ART-108 | 76.4% | 82.7% | 80.7% | 77.8% | 73.8% |
| 210 | Art | ART-109 | 88.2% | 70.6% | 66.7% | 70.0% | . |
| 210 | Art | ART-111 | 75.3% | 69.0% | 71.2% | 74.2% | 77.5% |
| 210 | Art | ART-112 | 77.8% | 78.6% | 78.9% | 76.3% | 75.0% |
| 210 | Art | ART-113 | 83.7% | 85.4% | 87.0% | 85.9% | 82.9% |
| 210 | Art | ART-121 | 90.6% | 90.4% | 85.5% | 80.9% | 85.0% |
| 210 | Art | ART-122 | 88.2% | 83.3% | 87.0% | 91.7% | 95.2% |
| 210 | Art | ART-123 | 92.9% | 85.7% | 86.4% | 91.7% | 92.3% |
| 210 | Art | ART-125 | 61.7% | 64.4% | 68.7% | 76.4% | 75.0% |
| 210 | Art | ART-131 | 71.2% | 78.0% | 77.1% | 75.0% | 79.5% |
| 210 | Art | ART-132 | 95.8% | 96.8% | 82.5% | 74.1% | 90.5% |
| 210 | Art | ART-133 | 88.2% | 84.0% | 100.0% | 90.0% | 100.0% |
| 210 | Art | ART-141 | 88.4% | 82.8% | 84.6% | 81.4% | 87.4% |
| 210 | Art | ART-142 | 83.3% | 66.7% | 92.2% | 83.9% | 81.3% |
| 210 | Art | ART-143 | 92.0% | 96.0% | 96.6% | 96.4% | 88.9% |
| 210 | Art | ART-146 | 61.5% | 66.7% | 85.7% | . | . |
| 210 | Art | ART-151 | 62.5% | 77.8% | 60.0% | 50.0% | . |
| 210 | Art | ART-161 | 71.0% | 69.6% | 71.7% | 66.8% | 69.7% |
| 210 | Art | ART-162 | 84.2% | 97.1% | 100.0% | 94.1% | 95.8% |
| 210 | Art | ART-163 | 76.9% | 95.0% | 100.0% | 100.0% | 100.0% |
| 210 | Art | ART-164 | 100.0% | . | . | . | . |
| 210 | Art | ART-170 | 90.9% | 87.5% | 96.0% | 84.6% | 84.6% |
| 210 | Art | ART-171 | 70.6% | 85.0% | 92.3% | 86.7% | 78.9% |
| 210 | Art | ART-175 | 70.3% | 80.5% | 86.8% | 87.1% | 72.4% |
| 210 | Art | ART-194 | 100.0% | 100.0% | 100.0% | 88.2% | 93.3% |
| 210 | Art | ART-195 | 100.0% | 88.9% | 88.9% | 94.7% | 87.5% |
| 210 | Art | ART-211 | 78.6% | 83.3% | 75.0% | 100.0% | 90.0% |
| 210 | Art | ART-212 | 100.0% | 100.0% | 100.0% | 75.0% | 85.7% |
| 210 | Art | ART-213 | 100.0% | 100.0% | 80.0% | 100.0% | 100.0% |
| 210 | Art | ART-216 | 66.7% | 87.5% | 88.0% | 60.0% | 66.7% |
| 210 | Art | ART-217 | 85.7% | 100.0% | 80.0% | 88.9% | 83.3% |
| 210 | Art | ART-218 | 100.0% | 100.0% | . | 100.0% | 100.0% |
| 210 | Art | ART-221 | 81.8% | 80.0% | 90.0% | 83.3% | 83.3% |
| 210 | Art | ART-222 | 100.0% | 100.0% | 83.3% | 100.0% | 100.0% |
| 210 | Art | ART-223 | . | 87.5% | 100.0% | 100.0% | 100.0% |
| 210 | Art | ART-231 | 87.0% | 87.5% | 86.4% | 80.4% | 80.2% |
| 210 | Art | ART-232 | 80.8% | 84.8% | 93.8% | 82.4% | 84.5% |
| 210 | Art | ART-233 | 82.6% | 95.3% | 78.4% | 78.9% | 84.5% |
| 210 | Art | ART-235 | 81.5% | 85.7% | 72.1% | 80.3% | 73.6% |
| 210 | Art | ART-236 | . | 65.5% | 68.8% | 70.4% | 74.3% |
| 210 | Art | ART-237 | . | 75.0% | 66.7% | 81.8% | 91.7% |
| 210 | Art | ART-241 | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| 210 | Art | ART-242 | 71.4% | 85.7% | 87.5% | 100.0% | 66.7% |
| 210 | Art | ART-243 | 100.0% | 100.0% | 100.0% | 92.6% | 100.0% |
| 210 | Art | ART-251 | 88.9% | 100.0% | 97.1% | 90.0% | 81.3% |
| 210 | Art | ART-265 | 76.2% | 100.0% | 95.8% | 95.8% | 92.9% |
| 210 | Art | ART-266 | 80.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| 210 | Art | ART-267 | 85.7% | 100.0% | 85.7% | . | 100.0% |
| 210 | Art | ART-269 | 87.5% | 77.3% | 79.2% | 66.7% | 44.4% |
| 210 | Art | ART-270 | 80.0% | 89.5% | 94.1% | 100.0% | 81.8% |
| 210 | Art | ART-294 | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| 210 | Art | ART-295 | 100.0% | 90.0% | 100.0% | 87.5% | . |
| 210 | Art | ART-297 | 95.8% | 66.7% | 89.7% | . | 81.8% |