**Sinclair Community College**

**Continuous Improvement Annual Update 2014-15**

**Please submit to your Division Assessment Coordinator / Learning Liaison for feedback no later than March 1, 2015**

**After receiving feedback from your Division Assessment Coordinator, please revise accordingly and make the final submission to your dean and the Provost’s Office no later than May 1, 2015**

**Department:** 0210 – Art

Year of Last Program Review: FY 2013-2014

Year of Next Program Review: FY 2018-2019

**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?*

1. *What trends do you see in the above data?*

The Art Department’s Degree and Short-Term Certificate completions have increased from 16 completers during FY 12-13 to 23 completers during FY 13-14. This increase of 7 additional completers shows a positive trend for the department’s completion rates. This rate is consistent with the department’s earlier completion rates of 27 during FY 09-10 and 26 during FY10-11.

1. *Are there internal or external factors that account for these trends?*

A combination of internal and external factors may account for these trends. The economic downturn that may have initially negatively impacted Art Department completion rates may be beginning an upswing. When this occurs, greater financial stability allows students to pursue college parallel degree programs such as art as opposed to career track programs of study to gain employment upon completion.

The increase may indicate the department’s completion rates are beginning to stabilize following the dramatic increase to 39 completers that occurred during FY 11-12 as students were strongly encouraged to complete their programs of study prior to the college’s transition from quarters to semesters. Following the transition to semesters, the department’s completion rates dropped from 39 to 16 completers. This represents the department’s lowest completion rate between FY 07-08 and FY 13-14.

1. *What are the implications for the department?*

The trend data suggest the implications for the department are positive and may indicate greater stability in completion rates. It will be interesting to study trend data over the course of the next three years to determine if the apparent increase in completion rates will continue to increase.

1. *What actions have the department taken that have influenced these trends?*

Faculty have worked diligently to encourage students to complete their programs of study. They use completion language in the classroom and strongly encourage students to graduate with the A.A., Art associate degree, the Short-Term Certificate in Photographic Technology or the Short-Term Certificate in Basic Drawing.Students completing the A.A., Art associate degree program are strongly encouraged to graduate during their enrollment in the ART 2295, Graduation Portfolio Development & Exhibition capstone course. Students discuss their plans for transfer to 4-year colleges, universities and standalone art schools with their faculty advisors and again at the end of the semester with ART 2295 faculty, the Art Department Chair and their faculty advisor during their formal presentation and defense of their artwork in the Graduation Exhibition. Students are also asked to identify their plans for completion and transfer at the time they complete the Graduating Student Survey at the conclusion of the ART 2295 course.

1. *What strategies will the department implement as a result of this data?*

The Art Department will continue to strongly encourage students to complete their programs of study to increase Degree and Short-Term Certificate completion rates.

**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.

1. Please provide an interpretation and analysis of the Course Success Trend Data (Raw Data is located in Appendix A).

Since FY 07-08, success rates have remained fairly consistent with the greatest drop from 77.9% during FY 11-12 to 75.6% during FY 12-13. Examination of the data suggests this decrease occurred as a result of substantial curricular changes in response to the College’s transition from quarters to semesters.

Regardless of the slight decrease in success rates from 75.6% during FY 12-13 to 75.4% during FY 13-14, the Art Department’s overall success rates continue to exceed those of the LCS Division and the College.

1. 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.

ART 1110, Art Appreciation – Introduction to Art & Art Media is the Art Department’s highest enrollment course. It is also used extensively by other degree programs as an Arts and Humanities elective. This course was redeveloped for semester format by combining ART 101, Art Appreciation – Introduction to Art and ART 102, Art Appreciation – Art Media. ART 1110 is offered in both face-to-face and online formats.

Under the quarter system, ART 101 and ART 102 had high success rates ranging from the mid- to high-70s. The newly developed ART 1110 semester-based course shows a success rate of 73.0% during FY 12-13 and an increase to 74.9% during FY 13-14. The upward trend in student success rates suggests curriculum refinements and revisions are working effectively for this high enrollment course.

Overall, many of the Art Department’s courses are showing upward trends in success rates as a result of the faculty’s continued efforts to further refine and revise curriculum following the transition to semesters:

|  |  |  |
| --- | --- | --- |
| **Course** | **FY 12-13** | **FY 13-14** |
| ART 1121, Painting I | 85.3% | 87.5% |
| ART 1132, Intermediate Sculpture | 33.3% | 85.7% |
| ART 1133, Figurative Sculpture | 66.7% | 100.0% |
| ART 1141, Introduction to Ceramics | 82.7% | 83.3% |
| ART 1142, Intermediate Ceramics | 81.8% | 94.7% |
| ART 1161, Black & White Darkroom Photography I | 63.2% | 68.5% |
| ART 1162, Black & White Darkroom Photography II | 72.7% | 75.0% |
| ART 1175, Computer Photography | 69.2% | 86.1% |
| ART 2111, Intermediate Drawing I | 72.2% | 90.0% |
| ART 2112, Intermediate Drawing II | 75.0% | 100.0% |
| ART 2216, Life Drawing & Anatomy I | 77.8% | 85.7% |
| ART 2217, Life Drawing & Anatomy II | 60.0% | 85.7% |
| ART 2221, Intermediate Painting – Observation & Concept | 90.0% | 100.0% |
| ART 2235, History of Photography | 66.3% | 75.4% |
| ART 2236, History of Women Artists | 69.9% | 70.9% |
| ART 2238, History of African Art | 75.0% | 76.5% |
| ART 2265, Digital Color I | 56.3% | 87.5% |
| ART 2270, Non-Silver Photography | 86.7% | 100% |
| ART 2295, Graduation Portfolio Development & Exhibition | 85.7% | 100% |

 The following courses show drops in success rates:

|  |  |  |
| --- | --- | --- |
| **Course** | **FY 12-13** | **FY 13-14** |
| ART 1101, 2-D Foundations | 81.5% | 64.8% |
| ART 1102, 3-D Foundations | 81.0% | 77.1% |
| ART 1112, Drawing II | 89.1% | 85.3% |
| ART 1122, Beginning Painting II | 92.9% | 76.5% |
| ART 2141, Advanced Ceramics | 100.0% | 90.5% |
| ART 2230, Art History: Ancient through Medieval Periods | 88.8% | 77.8% |
| ART 2231, Art History: Renaissance through Contemporary Periods | 84.5% | 84.4% |
| ART 2237, History of American Art | 76.1% | 72.7% |
| ART 2269, Introduction to Printmaking | 71.4% | 50.0% |

Department faculty will review curriculum of courses with declining success rates with the Department Chair to determine possible causes and identify appropriate corrective measures.

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.)

**National Association of Schools of Art and Design**

**Sinclair Community College – Art Department**

**GRADUATING STUDENT SURVEY**

**2014**

 1. Please indicate the art degree you received or certificate program(s) you completed at Sinclair Community College, listing the most recent degree or certificate program first. Indicate **A** for **Associate’s degree**, or **C** for **Certificate**. Also, include your focus of studies (e.g., studio area, art history), the year the degree/certificate program was completed, and the numbers of years it took to complete the degree/certificate program.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Degree Level** |  | **Focus of Studies** |  | **Year Conferred** |  | **Number of Years to Complete the Degree/Program** |
|  |  |  |  |  |  | **Years full-time** |  |  |  | **Years part-time** |
| A |  | Art |  | 2014 |  |  |  | + |  | 3+ |
| A |  | Photography |  | 2014 |  | 2 |  | + |  |  |
| A |  | Painting/Sculpture |  | 2014 |  | 1 |  | + |  | 4 |
| AA |  | Fine Art |  | 2014 |  | 4 |  |  |  |  |
| AA |  | Drawing |  | 2014 |  | 4 |  |  |  | 1 |
| A |  | Fine Arts |  | 2014 |  | 2 |  |  |  |  |
| Certificate |  | Photography |  | 2014 |  | 1 |  |  |  | 1 |
| A |  | Art |  | 2014 |  | 3 |  |  |  |  |
| A  |  | Studio |  | 2014 |  |  |  |  |  | 6 |
| A |  | Art |  | 2014 |  | 2 |  |  |  | 1 |
| A |  | Studio Art |  | 2014 |  | 2 |  |  |  | 1 |
| AA |  | Art |  | 2014 |  |  |  |  |  | 7 |
| A |  | Art |  | 2014 |  | 3 |  |  |  |  |
| A |  | Fine Art |  | 2014 |  |  |  |  |  |  |
| A |  | Fine Art |  | 2014 |  | 2 |  |  |  |  |
| AA |  | Art |  |  |  |  |  |  |  |  |
| A |  | Studio Art |  | 2014 |  | 3 |  |  |  |  |
| A |  | Photography |  | 2014 |  | 4 |  |  |  | 0 |
| AA |  | Art |  | 2014 |  | 2 |  |  |  | 2 |
| Certificate |  | Photography |  | 2012 |  | 2 |  |  |  | 1 |

 2. Please list your opinions regarding the following areas. Check N.O. if you have no opinion.)

 **Low High**

 **Quality Quality**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **1** | **2** | **3** | **4** | **5** | **N.O.** |
| Overall quality of the Sinclair Community College Art Department | 0 | 0 | 0 | 3 | 15 | 0 |
| Quality of your specific focus of studies as identified in question 1 above | 0 | 0 | 1 | 2 | 15 | 0 |
| Quality of Sinclair Community College overall studies outside of art | 0 | 0 | 3 | 5 | 10 | 0 |

 3. Please list the full-time art-related positions you have occupied since graduating from or leaving Sinclair Community College and the years in each position. (If you have never held a full-time position in art, please skip to question 4.)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Position** |  | **Employer, Location** |  | **Year(s) (e.g., 2005-08)** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

 4. If you have never been employed in a full-time art-related position, please list the part-time art positions you have occupied since graduating from or leaving Sinclair Community College and the years in each position. (If you answered question 3, you should skip this question.)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Position** |  | **Employer, Location** |  | **Year(s) (e.g., 2005-08)** |
| Internship |  | DVAC, Dayton |  | 2012 |
| Yeck Fellowship |  | Dayton Art Institute |  | 2013-14 |
| Freelance Artist |  | Self-employed |  | 2012-14 |
| Audio Equipment Tester |  | JXT Industries |  | 2013-14 |
| Hired Hand |  | Aurora Contracting |  | 2008-2009 |
| Intern  |  | CADC, Dayton, Ohio |  | Summer/Fall 2013 |
| Volunteer |  | DVAC, Dayton |  | Spring 2014 |
| Yeck Fellowship |  | Dayton Art Institute |  | 2014 |
| President |  | Dayton Society of Painter’s and Sculptures |  | 2013-2014 |

5. If you plan to enroll in a Bachelor’s degree program, please tell us what degree you are seeking and where.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Degree** |  | **Institution** |  | **Expected Graduation** |
| BFA |  | ? |  | ? |
| ART |  | Columbus College of Art & Design |  | 2016 |
| BFA |  | University of Cincinnati |  | ? |
| BA |  | Art Academy of Cincinnati |  | 2019 |
| Arts/Photography |  | Unsure |  | Unsure |
| Fine Art |  | Wright State University |  | 2016 |
| BFA |  | Wright State University |  | 2020 |
| Studio Art |  | Wright State University |  | 2016 |
| BA |  | Wright State University |  | 2016 |
| BA Fine Art |  | SCAD |  | 2016 |
| BFA |  | Wright State University |  | 2016 |
| Illustration |  | ? |  | 2016 |
| BFA  |  | Wright State University |  | 2016 or 2018 |

 6. Please list your present occupation if not covered in questions 3 or 4 above.

|  |
| --- |
| * Metal Sculpture
* Work in the electronics department and photo lab of Meijer
* Full-time student and Freelance Artist
* Multiple food service positions
* Country Club of the North and Dorothy Lane Market
* Restaurant server and lab tech (ceramics/sculpture)
* Server
* Second Assistant Manager at a retail store
* Full-time student
* Elite Catering
* Hair Stylist, Ulta, Beavercreek 2011-present
 |

7. Please list your opinions regarding the quality of instruction at Sinclair Community College in the following areas: (If you did not have any classes in a specified field, circle N.O. for No Opinion.

Low High Quality Quality

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **1** | **2** | **3** | **4** | **5** | **N.O.** |
| Foundations Program |  | 0 | 0 | 3 | 6 | 6 | 3 |
| Major Studio Area |  | 0 | 0 | 1 | 2 | 14 | 1 |
| Minor Studio Areas |  | 0 | 0 | 2 | 3 | 10 | 2 |
| Critical Analysis |  | 0 | 0 | 1 | 2 | 9 | 6 |
| Teaching Methods/Art Education |  | 0 | 0 | 1 | 2 | 11 | 4 |
| Art History |  | 0 | 0 | 1 | 3 | 13 | 0 |
| General Education/Liberal Arts |  | 0 | 1 | 3 | 7 | 9 | 0 |

 8. Please describe any courses you think should be added for art majors/students at Sinclair Community College.

|  |
| --- |
| * Metal Sculpting
* Watercolor
* Print Making
* Raku firing
* Art Therapy
* Glass Blowing
* Arts Management
* Illustration
* Digital Design
* Color theory
* Oil Pastels
* Theater Makeup
* Marble Sculpture
* Computer Animation
* Screen Printing
 |

 9. Please list any courses you were *required* to take that you think should not be required.

|  |
| --- |
| * Science
* Math
* SCC First Year Experience
* 2nd and 3rd level Art History
* Photography
* 2-D Foundations
* Music Appreciation
 |

10. Given your major emphasis, do you feel you had adequate opportunities to work in the following situations? (Check appropriate response for each item.)

#  YES NO N/A

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Independent studio work in your major or emphasis |  | 18 |  | 0 |  | 0 |
| Collaborative projects |  | 9 |  | 5 |  | 4 |
| Participation in exhibitions |  | 15 |  | 2 |  | 1 |
| Internships/Cooperative employment |  | 16 |  | 0 |  | 2 |

1. What was the general influence of these working opportunities (question 10) on your career development?

 No Tremendous

 Influence Influence

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **1** | **2** | **3** | **4** | **5** |
| Independent studio work in your major or professional emphasis | 0 | 1 | 1 | 4 | 11 |
| Collaborative Projects | 3 | 1 | 3 | 2 | 6 |
| Participation in exhibitions | 0 | 1 | 1 | 5 | 9 |
| Internships/Cooperative employment | 1 | 1 | 0 | 4 | 11 |

12. Would you recommend Sinclair Community College to someone considering studying art?

 **18-**Yes No

|  |
| --- |
|  Please explain your answer:* I believe that they give you the education to become independent or to prepare you for advanced education.
* Sinclair has decent has a decent Art program, but I’m not really impressed with the rest of Sinclair. General Education and such, you can tell even the teachers most of the time doesn’t want to be there.
* This has been a great opportunity to explore mediums!
* It in and excellent and affordable college to get started in art. Our staff are well qualified and have a lot of experience in the fields.
* Sinclair has a variety of classes and the art department is no exception. Almost anyone should be able to find an art class they enjoy here.
* Amazing program-loved all the Professors, wonderful place to start a college career.
* I think my experience at Sinclair Has been mostly positive. The instructors are dedicated and the program has been challenging.
* I have had nothing but great experiences here at Sinclair Community College.
* The price is great and the quality of the education is on par if not better than four year colleges.
* Great facilities and instructors.
* It is an excellent school for people who otherwise would not have the opportunity to go to college and it allows the student to go part-time, or however many classes the student cam handle.
* Sinclair has a faculty with a wealth of artistic knowledge. Not only that but they will push students to be the best they can be and participate in exhibitions.
* The teachers are great. They are very knowledgeable and show interest in helping you succeed as an artist.
* Education to Elevate.
* The faculty is experienced and engaging. The courses really prepared me to transfer a 4-year school.
* I have had all great experiences in the Art classes.
* The teachers are awesome and the program is excellent.
 |

13. What advice would you give to present art/design students in regard to preparation for a career in art?

|  |
| --- |
| * To work very hard, seriously and dedicate a good amount of time to your studies.
* It’s tough to find a career in Art, but don’t five up. Enter in as many opportunities you can.
* To not get discouraged, and to be open minded when learning something new.
* Always pursue higher education beyond an associate because the more you learn the more you have to take with you into the real world. Do as many internships as you can and network yourself.
* Be sure of your decisions, be prepared for challenges; but if you’re sure this is what you want, do it.
* Always continue to develop your work. Take as many opportunities as possible to display it and make sure you know how to properly present your work.
* Be prepared to work hard and spend many hours outside of class expanding in your skills and building a body of work.
* Be ready to work hard. Art is fun, but it also requires a lot of time and dedication.
* Always look for art opportunities, volunteer and work hard.
* Get you art out into the world and hart work pays off more that nay amount of skill.
* Volunteer at local art organizations, become involved in the art community they are your support system.
* Take advantage of any opportunities presented to your work and practice a lot in order to understand a little better who you are as an artist and what you like to do.
* Seek, listen, eyes on it, Success.
* Try new things. Develop your skills, keep working hard, and work often.
* Do what you love and don’t let anyone tell you not to.
* Keep growing.
 |

14. How important were the following elements in your decision to attend Sinclair Community College?

#  Not Very

#  Important Important

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |
| Location | 0 | 0 | 2 | 3 | 12 |
| Cost of Tuition | 0 | 0 | 1 | 3 | 13 |
| Recommendations of a teacher | 3 | 2 | 6 | 4 | 3 |
| Recommendations of an acquaintance | 3 | 1 | 6 | 4 | 3 |
| Scholarship | 4 | 1 | 2 | 6 | 3 |
| Quality of Education | 0 | 1 | 1 | 3 | 12 |
| Reputation of the Art Department | 0 | 2 | 4 | 4 | 8 |
| Presence of a particular faculty member | 8 | 1 | 2 | 0 | 6 |
| Graduation Exhibition | 3 | 1 | 5 | 1 | 7 |

15. Do you have any comments or suggestions regarding Sinclair Community College’s Art Department?

|  |
| --- |
| * All teachers were amazing.
* No
* Keep forward.
* I have great respect for the Art department at Sinclair. They push the students to develop their talents. I feel they have a fantastic staff.
* No
* No
* It has been a wonderful experience. Every art instructor has been exceptional. They all taught studio skills plus professional skills.
* The classes that are required need to be available throughout the year every Semester.
* N/A
* No
* None that I can think of. I would came back and take any of the new courses I suggested.
 |

**OPTIONAL**

 17. Name       Phone (     )

 Address

 City       State       Zip

**Thank you for taking time to complete this survey.**

**Please return it to the Art Department.**

**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.

|  |  |  |
| --- | --- | --- |
| **GOALS** | **Status** | **Progress or Rationale for No Longer Applicable** |
| **Improvement Goal**As previously noted, the small size of the Printmaking studio, Room 13-326, dramatically restricts course enrollment and the expansion of the Printmaking curriculum. Acquiring a more appropriately sized Printmaking studio space would resolve these issues and allow students to gain greater experience in fine art Printmaking processes. | In progress [x] Completed [ ] No longer applicable [ ]  | No progress has been made in terms of the Art Department’s request to expand or relocate the Printmaking studio, Room 13-326. The Art Department will continue to include this goal as being highly desirable; however, this request requires Facilities Management approval to move forward. |
| **Curriculum Goals**Expand Printmaking course options by developing a second-level Printmaking course. This would allow the Art Department to include Printmaking as an emphasis within the Associate of Arts, Art (A.A.) degree program. | In progress [x] Completed [ ] No longer applicable [ ]  | Faculty member, Kevin Harris has drafted a preliminary course plan for a second-level Printmaking course. However, the Department has not been able to move forward with its development due to the restricted space issues in the current Printmaking studio, Room 13-326.ART 2269, Introduction to Printmaking was initially developed with ART 1111, Drawing I and ART 1161, Black & White Darkroom Photography I as prerequisites. During Spring Semester 2014, Kevin Harris initiated the expansion of the prerequisite options to include VIS 1100, Design Basics, VIS 1110, Design Drawing and VIS 1140, Design Processes I to allow Design majors to enroll in ART 2269 and thus, increase the pool of students who may enroll in the course. This change became effective during Summer Semester 2014. |

|  |  |  |
| --- | --- | --- |
| Continue to develop and expand the Art Department’s online course offerings. The Art Department is currently developing a new competency-based ART 1110, Art Appreciation – Introduction to Art & Art Media online course and will soon begin developing ART 2237, History of American Art as an online course option. | In progress [x]  ART 2237Completed [x]  ART 1110No longer applicable [ ]  | ART 2237, History of American Art has been approved for development by Kay Koeninger and retired History Department faculty member, Tom Martin. Kay and Tom co-developed the original face-to-face course and have a long history team-teaching ART 2237. Development of the online version of ART 2237 is scheduled to begin on June 1, 2015. Kay and Tom are currently investigating more cost-effective textbook options. ART 1110, Art Appreciation – Introduction to Art & Art Media was successfully developed by Kelly Joslin during the 2014 Spring and Summer semesters as a new competency-based course for the College’s online, flex-paced Accelerate IT program. The course launched successfully at the start of the 2014 Fall Semester. |

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.

|  |  |  |
| --- | --- | --- |
| **RECOMMENDATIONS** | **Status** | **Progress or Rationale for No Longer Applicable** |
| The possibility of developing an Advisory Committee was explored in the discussion with the department and the Review Team, and the department was clear in its opinion that a traditional Advisory Committee would not be beneficial. However, in its subsequent discussions the Review Team wondered whether there might not be value in developing a committee composed of representatives from four year institutions that our students transfer to that might meet on an annual basis. The benefits could potentially not only include insights from transfer partners regarding how we could better prepare our students for transfer, but having representatives from different institutions in the same room may help some of them see the arrangements we have with others, and might inspire them to make similar changes to articulation agreements that would benefit our students. The department is encouraged to make a careful and thoughtful consideration of the pros and cons of establishing an “Advisory Committee” of this kind. | In progress [x] Completed [ ] No longer applicable [ ]  | Following the Art Department’s formal Department/Program Review and the receipt of the Review Team’s recommendations, the Art Department’s faculty noted they were surprised by the Team’s recommendation to create a formal Advisory Committee for the Department’s A.A., Art degree program. Advisory Committees have long been associated with career track degree programs as a means to connect faculty in technical or career programs with industry and business professionals. Art Department Faculty noted this does not accurately represent the intent or purpose of the Department’s A.A., Art degree which is oriented toward students who intend to transfer to a four-year college, university or standalone art school. Faculty further noted they maintain close contact with faculty in their disciplines at four-year institutions and standalone art schools to discuss curricular and transfer issues. However, they believe any move toward the creation of the Review Team’s recommended “Advisory Committee” for the A.A., Art degree program would have to be approached and developed carefully with respect for the fact that the degree program is college parallel as opposed to career track.Faculty further noted the National Association of Schools of Art & Design (NASAD) accreditation, which the Department has earned, sets a high standard for its member institutions and creates more seamless transfer for students between member institutions. NASAD accreditation ensures the Art Department’s faculty, curriculum and facilities meet a standard that is equivalent with that of 4-year colleges, universities and standalone art schools. It is interesting to note that Wright State University, a school to which many of the Art Department’s graduates matriculate, is not a NASAD accredited institution. Glen Cebulash, Chair of Art & Art History at Wright State has confirmed that the Wright State faculty are not interested in pursuing NASAD accreditation.Faculty will revisit the Review Team’s recommendation at a later time in the coming academic year. |
| On a related note, the department is strongly encouraged to continue its development of articulation agreements with institutions where they have not had such agreements before. Care should be taken, however, to ensure that these arrangements incentivize completion of the associate degree at Sinclair prior to transfer to the four year institution.  | In progress [x] Completed [ ] No longer applicable [ ]  | An articulation agreement with Wright State University was finalized during the 2014 Spring Semester for the Studio Art Baccalaureate (B.F.A.) Completion Program. The Art Department continues its development of articulation agreements with other institutions. We are currently working with the Art Academy of Cincinnati, Columbus College of Art & Design, The School of the Art Institute of Chicago and The University of Cincinnati to develop articulation agreements.  |
| The department has done an excellent job of building connections with the local community, and these connections have tended to be focused in the area of the Arts. What other connections might be built? Are there area companies that might employ any of our students who opt not to transfer to a four year institution? Are there positions in local business that would provide employment opportunities for Sinclair graduates who do not go on for a bachelor’s degree? What employment opportunities exist for certificate earners that are not currently being promoted to students by the department? We would not want to weaken the transfer component of the department’s offerings, but the department is encouraged to explore other opportunities for its students in business, and be prepared in the next self-study to discuss what opportunities other than transfer have been explored.  | In progress [x] Completed [ ] No longer applicable [ ]  | The Review Team’s recommendation is difficult to address because it challenges the basic premise of the A.A., Art degree as a university parallel program that is oriented toward students who intend to transfer to a 4-year college, university or standalone art school. As such, the A.A., Art degree program leads, by transfer, to baccalaureate degree programs that prepare students to become K-12 art educators, working artists and M.F.A. graduate students who wish to teach at the college or university level.The A.A., Art degree is not a technical or career track program and it is not intended to prepare students to move directly into the job market. Its sole purpose is to prepare students to enter baccalaureate degree programs at 4-year colleges, universities and standalone art schools. ART 2295, Graduating Portfolio Development & Exhibition capstone course students completing the 2014 Graduating Student Survey listed the following art-related positions they have occupied prior to graduation: Audio Equipment Tester; Contractor; Freelance Artist; Internships, The Dayton Visual Arts Center (DVAC) & The Connecting Art & Design Community Gallery; Yeck Fellowships, The Dayton Art Institute (DAI). Students were also asked to list their present occupations if other than art-related: Meijer Photo Lab Technician; Food Service; Country Club of the North; Dorothy Lane Market; Assistant Manager at Retail Store; Elite Catering; Ulta Salon Hair Stylist.In contrast to the A.A., Art degree program, The Art Department’s Short-Term Certificate in Photographic Technology is an entrepreneurial program in which students are prepared to operate their own photography studios as a business venture. Students completing the Short-Term Certificate in Photographic Technology are also well prepared to work for local photography studios and photography labs. This information is discussed with students during their program of study and is strongly promoted by the Department’s faculty. This program is distinctly different in intent and purpose from the A.A., Art degree program in that it prepares students to move directly into a career in which they may be gainfully employed. |
| Math courses were mentioned as a challenge for students in the ART transfer degree. The department is strongly encouraged to find ways to address this. One option would be for the department to familiarize itself with the Quantway course (MAT 1340) and evaluate whether they should identify ART students who may need to take this course to prepare themselves for the MAT 1140 OTM course that is required for their degree. The department is encouraged to invest time in taking a hard look at the impact of the math requirement on its students – is there hard data that could be collected that might confirm that there are a substantial number of students who transfer without a degree due to the math requirement? What impact might the Quantway course have on better preparing students to meet the math requirement? Are there other strategies that might be employed to help ART students better succeed in their required OTM math course? The department is encouraged to reach out to the Math department in investigating the issue to get their guidance.  | In progress [x] Completed [ ] No longer applicable [ ]  | The Review Team’s recommendation encouraging the Art Department to reach out to the Mathematics Department to investigate the challenges faced by Art majors and to seek the guidance of Mathematics faculty is definitely something the Art Department has already done and is more than willing to continue. As noted in the Art Department’s 2010-2011 Annual Update, under the quarter system (Summer 2009), the Art Department and Theatre Department partnered with Mathematics Department faculty Kay Cornelius, Marie Stroh and Ed Gallo to collaboratively revise their approach to presenting MAT 102 course content to more readily appeal to Art and Theatre majors who tend to be strong visual learners. It was hoped the faculty members’ efforts would help Art and Theatre majors improve their grasp of important Mathematics concepts and, ultimately, help these students successfully complete the MAT 102 course requirements. The steps involved in this collaboration and pilot efforts are fully documented in the 2010-2011 Annual Update; however relatively low enrollment caused the course to be eliminated as a Mathematics course offering. The Art Department invited Mathematics faculty, Ed Gallo and Kinga Oliver to attend an Art Department meeting on Friday, January 13, 2012 to present faculty with information regarding the launch of MAT 114, Mathematical Reasoning, which focused on real life applications instead of mathematical formulas. It was believed this course could serve as an alternative path to MAT 108, Math in the Modern World. Art Department faculty were hopeful the new course would be beneficial for Art majors due to its focus on practical application. Art Department faculty are interested in learning more about ways in which Art majors could move more seamlessly through their Mathematics requirements. The Department will invite representatives from the Mathematics Department to present information regarding the Quantway course and discuss how it may benefit Art majors.One interesting solution may be to create an “Advisory Committee” composed of Mathematics faculty and faculty from departments such as Art and Theatre whose students struggle with Mathematics.  |
| What outreach might be done for high school students who are planning on going into Art at Sinclair? How can the department let them know what they need to do to prepare before they begin at Sinclair? Does the fact that many districts have cut their Art programs open up any opportunities for dual enrollment options that might make Art instruction available to students in districts where those courses have been dropped?  | In progress [x] Completed [ ] No longer applicable [ ]  | The Art Department engages in regular outreach activities for high school students. Department representatives attend annual career fairs at Centerville High School and West Carrollton High School. Photography Professor, Richard Jurus, serves as a member of the Miami Valley Career Technology Center’s Photography Advisory Board. In this role, he collaborates with Miami Valley CTC teachers to coordinate curriculum and facilitate ease of transfer to Sinclair. Professor Jurus has also worked with Photography teachers at Wayne High School to evaluate their photography equipment and make curricular recommendations for ease of transfer to Sinclair’s Photography program.The Review Team’s question regarding preparation of high school students prior to attending Sinclair is interesting because completion of art courses at the K-12 level is not a prerequisite for success in Art courses at the college level. Instructional approaches at the K-12 level and college level differ dramatically. Students attending schools such as Stivers School for the Arts and other high schools with strong K-12 art programs are not necessarily better prepared to enter college-level art courses than students who haf little or no experience with art in the K-12 setting. |
| Should embedded short-term certificates be developed within the Art transfer degree to give students exposure to some of the different areas within Art? The department is encouraged to explore what opportunities there might be for embedded certificates to be developed within the transfer degree. | In progress [ ] Completed [ ] No longer applicable [x]  | The Art Department initially offered 4 Short-Term Certificate programs – Arts Administration, Basic Drawing, Ceramics & Sculpture Technology, Photographic Technology. Following the Department’s formal Department/Program Review in 2007, 2 Short-Term Certificates – Arts Administration, Ceramics & Sculpture Technology - were deactivated in response to the Review Team’s recommendation that the Department consider deactivating these programs due to historically low completion rates. During FY 07-08, 1 student completed the Ceramics & Sculpture Technology Short-Term Certificate Program prior to deactivation. During FY 08-09, 1 student completed the Arts Administration Short-Term Certificate Program following the program’s deactivation.The Art Department currently has 2 remaining Short-Term Certificate programs – Basic Drawing (9 hours) and Photographic Technology (29 hours). The Basic Drawing Short-Term Certificate is, essentially, embedded in the A.A., Art degree program for students who opt to pursue the Drawing emphasis. While not a truly embedded Short-Term Certificate program, students completing the Photographic Technology program often opt to return to complete the remaining requirements for the A.A., Art degree.Of the Art Department’s two remaining Short-Term Certificate programs, Photographic Technology has the higher completion rate with a total of 10 completers during FY 12-13 and FY 13-14. Prior to the transition to semesters, the Photographic Technology Short-Term Certificate had 47 completers between FY 07-08 and FY 11-12.In contrast, the Basic Drawing Short-Term Certificate had a much lower completion rate totaling 4 completers during FY 12-13 and FY 13-14. Prior to the transition to semesters, the Basic Drawing Short-Term Certificate had 21 completers between FY 07-08 and FY 11-12.In view of the low completion rates for the Arts Administration and the Ceramics & Sculpture Technology Short-Term Certificate Programs and the subsequent deactivation of these programs, the Review Committee’s recommendation to explore the creation of embedded certificate programs within the A.A., Art degree program may not be truly feasible.In response to the Review Team’s recommendation to explore embedded certificate programs as a means to “give students exposure to some of the different areas within Art,” it should be noted that students completing the A.A., Art degree do receive this exposure during the course of their studies. Students wishing to pursue a 2-D emphasis (Drawing, Painting, Photography) must complete 3-D elective courses (Ceramics, Sculpture). Likewise, students wishing to pursue 3-D emphasis must complete 2-D elective courses. Doing so ensures students receive a well-rounded exposure to a wide variety of art media and disciplines.  |
| It doesn’t appear that the department needs to engage in more assessment – however, as the department itself said, it does need to capture and “formalize” the assessment work that is already being done. Can rubrics from different faculty be aggregated to provide an overall picture of how well students are meeting general education outcomes in the department? Are the portfolio review and skill testing exercises being aggregated across different sections of the same course to provide a high-level snapshot of how well students are meeting program outcomes? What steps can be taken to better aggregate and summarize data – both to show where improvements can be made and also to document areas where the department is doing a stellar job of helping its graduates meet program outcomes. | In progress [x] Completed [ ] No longer applicable [ ]  | The Art Department’s ART 2295, Graduation Portfolio Development & Exhibition capstone course serves as a valuable means by which to capture and formalize the assessment work that is already being done within the Department. Faculty will continue to discuss ways in which they can formalize the assessment work that is being done in the Art Department. |
| The Review Team noted that while the department overall tends to have high success rates, there are specific courses that appear to have lower rates of success, particularly the Art History courses where success rates in FY 2012-13 were in the 60-69% range (ART 2235 and ART 2236). While these success rates are not catastrophic, these are presumably courses that would be taken by non-majors. It is recommended that the department carefully review course success rates, identify courses where there is room for improvement, thoughtfully develop and implement plans to increase success in these courses, and document any changes in success rates. What information might inform these efforts? Are there changes in pedagogy that might have an impact? The department is encouraged to extensively explore what might be done to increase success in some of its courses. | In progress [x] Completed [ ] No longer applicable [ ]  | Art Department faculty are keenly aware of their courses’ success rates and continue to revise and refine curriculum. As noted in the Art Department’s Self-Study, the transition from quarters to semesters resulted in the creation of new or combined courses. Faculty realized further revisions and refinements would be necessary to ensure student success. As a result, success rates are examined and faculty work to make necessary changes to the curriculum to ensure increased student success. As noted earlier in the interpretation and analysis of the Course Success Trend Data, the overall Department success rates clearly indicate this fact as do the positive increases in success rates.While student success rates dropped for ART 2235, History of Photography and ART 2236, History of Women Artists following the transition to semesters, improvement is evident for both courses during FY 13-14. As noted in the Review Team’s comments, during FY 12-13, ART 2235 showed a success rate of 66.3%, FY 13-14 showed marked improvement with a success rate of 75.4%. During FY 12-13, ART 2236 showed a success rate of 69.9%, FY 13-14 showed an increased success rate of 70.9%. While not as dramatic of an increase as that shown for ART 2235, the increase in success for ART 2236 exceeds the overall success rate for the LCS Division and the College.Faculty will continue to analyze course success data with a focus on courses with lower success rates to ensure corrections are made to ensure higher levels of student success.  |
| Regarding the tracking of transfer students from the department, the department is strongly encouraged to contact Research, Analytics, and Reporting (RAR) to discuss how National Student Clearinghouse data might be used to track students who transfer from its programs, both with and without graduating. Social media may also present another avenue for tracking students once they leave the Art programs.  | In progress [x] Completed [ ] No longer applicable [ ]  | **How Transfer/Placement Data is Collected:****Graduating Student Survey**The bulk of the Art Department’s official tracking is obtained via the annual Graduating Student Survey administered to students completing the ART 2295, Graduation Portfolio Development & Exhibition capstone course. The survey tool was developed by the National Association of Schools of Art and Design (NASAD) and is administered at the end of Spring Semester to all students enrolled in the ART 2295, Graduation Portfolio Development & Exhibition capstone course. The data is compiled into a formal report and maintained by the Art Department for faculty review and NASAD reaccreditation purposes.The Graduating Student Survey allows students to self-report plans to enroll in a Bachelor’s degree program and identify the institution to which they plan to transfer. The surveys provide the Art Department with important information regarding students’ intended degree programs, institutions and expected graduation year.As part of the final formal presentation process, graduating students present a select body of work in a formal gallery exhibition and a defense of their work to the Art Department Chair, faculty co-teaching ART 2295 and the student’s faculty advisor. At this point, the students are asked to discuss their future plans for continuing their studies at the Baccalaureate level, identifying their intended institution and program of study. Students are strongly encouraged to maintain contact with the Art Department following graduation regarding their academic/career progress.**Art Organizations/Exhibitions**Art Department faculty maintain memberships and leadership roles in a number of area art organizations. Through this participation, faculty maintain close ties with many Sinclair graduates and have direct knowledge of these students’ roles within the organizations. The Dayton Society of Painters & Sculptors (DSPS) provides the Art Department with rich information regarding many Art Department graduates. Some Sinclair graduates serve as board members and others participate actively as members of the organization’s many committees. The work and accomplishments of many Art Department graduates are featured in the organization’s numerous exhibitions annually. Graduates also exhibit work locally at the Dayton Visual Arts Center (DVAC), Rosewood Gallery and a variety of alternative gallery spaces.**Social Media**Many Art Department faculty participate actively in social media venues such as Facebook. Social media provides the Art Department with relevant, up-to-date information regarding graduates and the progression of their academic studies/careers.Faculty recently created a compilation of student graduates:

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| **Student** | **Transfer Institution(s)** | **Career/Activities** |
| **Nicholaus Arnold** | Wright State University, B.F.A.; Syracuse University, M.F.A. | SCC Adjunct; Founder/Director Blue House Gallery |
| **Kristin Bailey** | Wright State University | Decoy Art Gallery - private art instructor |
| **Justin Behnkin** | Bowling Green University, B.F.A. |  |
| **Joel Bengson** | Ohio University, B.F.A. |  |
| **Bethany Booth** | Ohio State University | Art teacher - Northmont City Schools |
| **Olivia Sue Bowman** | University of Dayton, Art History | U.D. Cline Fellow based on Sinclair work |
| **Jennifer Bristol** | Wheaton College, B.A., Art Miami University, M.F.A., Painting | SCC Adjunct |
| **Richard Cable** |  | Art published in: *Heavy Metal* issue 259; *Pin-Up Perfection*, Halloween and Christmas issues 2013; *Delicious Dolls*, May 2014; *Atomic Bombshell*, Halloween & Christmas issues 2014 |
| **Tricia Calvert** | Wright State University, B.F.A.; Masters Program, Antioch University Mid-West,  | Writing/Glass art |
| **Nikolea Cole** | Wright State University, B.F.A. |  |
| **Andrew Combs** | Wright State University |  |
| **Tristan Cupp** |  | Artistic Director, Zoot Theatre Company |
| **Annica Damico** | Columbus College of Art & Design, B.F.A. |  |
| **Rhonda Duncalf** | Wright State University, B.F.A. |  |
| **Tina Eisenhart** |  | President, The Dayton Society of Painters and Sculptors |
| **Sheree Emmons** | The Art Academy of Cincinnati |  |
| **Nicole Fiely** | Wright State University, B.F.A. | Art Instructor - K 12 Gallery and Rosewood Art Center |
| **Heidi Foote** | University of Cincinnati |  |
| **Sara Fleenor** | Miami University, B.F.A. |  |
| **Atalie Gagnet** | Art Institute of Chicago, B.F.A. | Brim - design/marketing; muralist |
| **Janyce Denise Glasper**  | University of Pennsylvania |  |
| **Joanna Hammer** | Ohio State University, B.F.A. | Patron Services, Wexner Center for the Arts Columbus |
| **Ben Hobbs** | Rhode Island School of Design, B.F.A. | SCC Adjunct |
| **Greg Holston** | Ohio State University, B.F.A. | Professional commercial photographer; Adjunct SCC |
| **Travis Hotaling** | Wright State University | Art instruction at Wine & Canvas |
| **Brent Hutchins** | College of Charleston, B.F.A. |  |
| **Heather Johnston Wright** | Bowling Green University, B.F.A. 2D/Painting | Admissions Advisor Westwood College, Denver - Visual Marketing |
| **Alexandra Keenin-Krilvich** | Ohio State University - forensic art/anthropology |  |

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| **Ben Keirn** | Ringling College of Art/ M.F.A. Cal State Univ - Northridge | Colorist for Grimmy Inc, Funnies Extra; One Canoe studio |
| **Mary Anne Kirk** | Ohio State University; Wright State University |  |
| **Jamie Kivisto** | University of Cincinnati |  |
| **Morgan Laurens** | Columbus College of Art and Design |  |
| **Megan Lockhart** | School of the Art Institute of Chicago, B.F.A.; Ohio State University, Masters Degree |  |
| **Loren Lorenzo** | School of the Art Institute of Chicago | x-ACT Gallery; Art Instruction |
| **John Mengerink** | The School of the Art Institute of Chicago, B.F.A. |  |
| **Zachary Moore** |  University of Cincinnati |  |
| **James Murphy** | Northern Kentucky University, B.F.A. |  |
| **Arend Neyhouse** | Savannah College of Art and Design |  |
| **Marci Peters** | Ringling College of Art, B.F.A. |  |
| **Tracey Pennell**  | The Art Academy of Cincinnati |  |
| **Maggie Reckers (McCollum)** |  | Live painting/performance artist - Abandon With Cardboard |
| **Carlos Roa** | Columbus College of Art & Design, B.F.A. | Owner, Roa Studio-Gallery Graphics  |
| **Nichole Smith** | Wright State University, B.A. program |  |
| **Tamiko Stump** | School of the Art Institute of Chicago, B.F.A./ New York Academy of Art, M.F.A. | Adjunct SCC |
| **Sarah Tangeman (Fugate)** | Savannah College of Art and Design; M.A. Syracuse University, Florence Italy |  |
| **Rebecca Tsaloff** | Wright State University, B.F.A.; Antioch University, M.B.A. | Multi-media Designer - Dayton Art Institute |
| **Emma Williams** | Art Academy of Cincinnati, B.F.A. | Artist and Independent Photographer |
| **Alexandra Wood** | Wright State University | Art instruction at Barstools and Brushstrokes |

Per the Review Team’s recommendation, the Art Department will also seek assistance from Research, Analytics and Reporting (RAR) to discuss how National Student Clearinghouse data may be used to further track students who transfer from its programs, both with and without graduating. |
| The new Learning Management System that the college will be moving to in Summer 2015 will have an ePortfolio component – the department is strongly encouraged to explore how this might be of benefit to their students.  | In progress [x] Completed [ ] No longer applicable [ ]  | Art Department faculty are currently completing eLearn training in preparation for conversion to the new Learning Management System during Summer 2015. As suggested by the Review Team, faculty will explore the ways in which the ePortfolio component may benefit Art students. |
| The department mentioned space challenges in the self-study – is the allocation of space in the department aligned with student demand? What shifting of space utilization might be done to better accommodate the needs of students? The department is encouraged to work with the campus Manager of Space Analysis to explore how its needs might be better met given the existing space constraints.  | In progress [x] Completed [ ] No longer applicable [ ]  | Historically, the Art Department has worked to address space utilization issues to better accommodate the needs of students. Meetings have taken place between the Art Department Chair, the LCS Division Dean, The Director of Facilities Management and the campus Manager of Space Analysis to explore how the Department’s needs might be better met given existing space constraints.As noted in Section II: Progress Since the Most Recent Review, the Department’s greatest space-related challenge exists in the Printmaking studio, Room 13-326. No progress has been made to expand or relocate the Printmaking studio. The Art Department will continue to include this goal as being highly desirable; however, this request involves Facilities Management approval to move forward. |

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| Please respond to the following items regarding external program accreditation. |
| **Date of Most Recent Program Accreditation Review** | Date of most recent accreditation review: 2008 – National Association of Schools of Art & Design(NASAD)**OR**[ ]  Programs in this department do not have external accreditation  |
| **Please describe any issues or recommendations from your last accreditation review (if applicable)** |  |
| **Please describe progress made on any issues or recommendations from your last accreditation review (if applicable)** |  |

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

**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**.

**PLEASE NOTE – FOR THE NEXT TWO YEARS, GENERAL EDUCATION OUTCOME ASSESSMENT WILL BE TEMPORARILY POSTPONED. WE WOULD ASK THAT IN THIS ANNUAL UPDATE YOU IDENTIFY AT LEAST ONE COURSE IN YOUR DEGREE PROGRAM(S) WHERE ASSESSEMENT AT THE MASTERY LEVEL WILL OCCUR FOR THE FOLLOWING THREE GENERAL EDUCATION OUTCOMES:**

* **CRITICAL THINKING/PROBLEM SOLVING**
* **INFORMATION LITERACY**
* **COMPUTER LITERACY**

**NOTE THAT THERE WILL NEED TO BE AT LEAST ONE EXAM / ASSIGNMENT / ACTIVITY IN THIS COURSE THAT CAN BE USED TO ASSESS MASTERY OF THE COMPETENCY.**

**YOU MAY ALSO SUBMIT ASSESSMENT RESULTS FOR THESE GENERAL EDUCATION COMPETENCIES IF YOU HAVE THEM, BUT IT WILL BE CONSIDERED OPTIONAL**.

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| **General Education Outcomes** | To which degree(s) is this program outcome related? | Year courses identified where mastery of general education competency will be assessed. | PLEASE INDICATE AT LEAST ONE COURSE WHERE MASTERY OF THE COMPETENCY WILL BE ASSESSED FOR EACH OF YOUR DEGREE PROGRAMS | What were the assessment results for this General Education competency? (Please provide brief summary data)**NOTE: - THIS IS OPTIONAL FOR THE FY 2014-15 AND FY 2015-16 ANNUAL UPDATES** |
| Critical Thinking/Problem Solving | All programs | **2014-2015** | ART 2295, Graduation Portfolio Development & Exhibition | In view of art students’ needs for transfer and professional advancement, Pat McClelland, Gallery Coordinator/Collections Curator and Bridgette Bogle co-teach ART 2295, the Graduation Portfolio Exhibition capstone course. The Art Department feels this course demonstrates assessment at the mastery level in the general education outcome of critical thinking and problem solving.In the tradition of studio classes, this course uses the portfolio as the basis for evaluation of student work. Unlike in previous skill-based classes; however, ART 2295 asks the student to select a portfolio to exhibit from *all* the work they’ve done in previous courses. * Students raise relevant questions and *demonstrate beginning intuitive thinking and integrate ideas from a variety of resources*, in order to select the portfolio of work they will exhibit at the end of the course.
* Students use appropriate problem solving methods and *identify and state creative solutions* to the problem of selecting exhibition ready art - working with both the faculty teaching the course, classmates as well as a student-selected faculty advisor.

While selecting their exhibition portfolio students work one-on-one with a faculty advisor in their concentration. Students meet with faculty advisors, bringing a selection of potential portfolio artwork and debating potential groupings of the work for exhibition. * Students construct measures to evaluate appropriateness, truthfulness, usefulness or validity of an idea or argument in dialog with their advisor, *critiquing hypotheses and ideas of contradictory positions* and *recognizing the validity of an argument or idea* through discussion and editing of portfolio options.

Based on portfolio choices, students begin the process of writing an artist statement. An artist statement serves as an introduction to an artist’s body of work and helps communicate process and concept to an audience through language. * The artist statement asks students to articulate ideas or problems, and relies on an *ability to make oneself understood using a minimum of jargon and giving attention to the audience being addressed*. (Artist Statement Worksheet)
* Artist statements also allow students to use appropriate problem solving methods, *identifying and stating connections to sources either personal or analytical in reference to their artwork*. (Example Student Artist Statement)

Echoing the process professional artists use to propose exhibitions as well as many second year reviews held at four-year institutions, ART 2295 students participate in midterm presentations. Students use these presentations as a proposal process for their exhibition, giving them a chance to get feedback from a panel of faculty and classmates.* Students demonstrate analysis of information to support a chosen position with attention to consequences through proposing their graduation portfolio exhibition. Students present a selection of digital images of their art pieces as well as the concepts behind their body of work both orally and in written artist statements. Students *provide appropriate justification for a chosen position or solution* to the graduation exhibition, *identify complex patterns of associations from a variety of sources* in selecting the work to propose *and demonstrate ability to justify key components of a chosen position and/or solution* in presenting their plan for the graduation exhibition. (Midterm Presentation Rubric)
* These midterm presentations also prompt students to exhibit openness to alternative ideas; a panel of faculty, classmates, their faculty advisor and the chair of the department attend the presentations. In answering questions from this panel, *students include more than one perspective in a discussion*. As evidenced in the portfolio graduation exhibition, students often display *evidence of rethinking one’s own perspective including openness to change* after hearing feedback during midterm presentations.

The portfolio graduation exhibition is the finale of both the class and the degree. Students professionally prepare artworks for display and then spend a morning working cooperatively planning the exhibition and installing their own work in tandem with classmates.* Students articulate ideas and problems during the entire experience, *identifying and stating issues both pro and con* in considering the layout for the show.
* Students must exhibit openness to alternative ideas while working with classmates and the Gallery Coordinator, *demonstrating an analysis of alternative perspectives* in deciding where work will be hung. (Graduation Exhibition Rubric)
* After the exhibition is hung and open to the public, students give final artist talks to a small group including the course faculty, the chair of the department and the student’s faculty advisor. Often students recognize logical fallacies through the drafting process of the midterm presentation and *demonstrate an understanding of misconceptions* and *identify when views were based on self-interest or preconceptions* in their initial exhibition ideas during this finale artist talk.
* Students also come to recognize the professional rigors of an artist’s career. (Course and Degree Survey Results)
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| Information Literacy | All programs | **2014-2015** | ART 2230, Art History: Ancient Through Medieval Periods | **Approaches to Information Literacy****ART 2230: Ancient-Gothic Art****Team Presentation: “What was the greatest building of the Early Christian/Byzantine era?”**The following assignment is a collaborative team-based assignment. The class is broken up into teams of four students and each team is assigned a specific building. The assignment is clearly explained in class and class time is dedicated for the preparation of the team presentation. The team presentation includes a PowerPoint. The students are encouraged “to teach” the class about their building, and to not just read a list of facts. After the presentation is complete, the team must field questions from the class and from the professor. Students then evaluate each other anonymously, and this information, combined with an evaluation by the professor, results in a grade for each individual student. Early Christian and Byzantine architecture was chosen for the assignment because it is a new subject for most students, and allows them to use a variety of research sources, including international web sites. The subject was also chosen because of its relevancy; there are many fine Orthodox churches in the Ohio, including the Church of the Assumption in Dayton, which are built in the Byzantine style. The assignment uses effective research strategies as the students must pose valid research questions based on the requirements of the assignment. The students work together to indentify appropriate research methods and sources for the questions raised by the assignment. They also formulate the thesis based on their research. They use class material, their textbook, and library and electronic resources, with special emphasis on using .org and .edu websites, as well as official Italian, Turkish, and UNESCO World Heritage websites.The students assess their sources through analysis and markers for credibility, relevancy, and scope, based on the requirements of the assignment.The students use information effectively for the task, which is to produce a high quality PowerPoint presentation on their subject. To do this, they must organize information systematically and appropriately, integrate strong and relevant information, and cite their information ethically and correctly. **Team Presentation****ART 2230****Ancient-Gothic Art****T E A M P R E S E N T A T I O N**Your presentation will focus on the question: “What was the greatest building of the Early Christian and Byzantine era?”Your group will be assigned a work to present as the greatest artistic monument of the period. You will use material in your book, the Internet, and the Library. You must include at least two print resources, either books or articles. In your team, organize around various areas that each person will be responsible for:* Location of the monument
* Who built the monument (patron; architect, if known)
* Architectural organization: use appropriate terms
* Decorative elements, such as mosaics
* Original purpose and how this affects the above (how does function influence form?)
* Stylistic influences
* Status of the monument today
* List of sources (websites should be listed by address and title)

Remember; don’t simply come up with a list of facts. Each aspect of the presentation should bolster the argument that “your” monument is the greatest of this time period. Your grade will be based on: 60% ideas and facts; 30% spelling, organization and quality/appropriateness of images; 10% length and research. Use your textbook, at least two print resources, and .edu, .org or official websites for your research. Wikipedia does not count. Your presentation should not be read like a grocery list. You may use note cards for prompts, but talk like you really comprehend the material. The best presentations result from extensive use of the Angel Team Discussion Forum. Because of this, you must have at least one substantial post on the Forum or 5% of your total points will be deducted from your final grade on the presentation. You should aim for a 15-20 minute Power Point presentation to be given in class.**The grade I give for the presentation will be a part of the grade that you will receive for this assignment. Your grade will also be determined by an evaluation by your teammates. Each person will rate each of their team members for effort: S for Satisfactory, U for Unsatisfactory. This will be given to me anonymously and will also be used in determining your grade. You will receive a 0 for the assignment if you are absent when your team presents or you are present but do not talk.** Group #1: Santa Sabina, Rome, c. 422Group #2: Santa Costanza, Rome, c. 338-50Group #3: Mausoleum of Galla Placidia, Ravenna, c. 425Group #4: Hagia Sophia, Istanbul, 527-37Group #5: San Vitale, Ravenna, c. 520Group #6: Sant’Appollinare in Classe, Ravenna, 549Group #7: Cathedral of St. Mark, Venice, 1063 |
| Computer Literacy | All programs | **2014-2015** | ART 1175, Computer Photography | Student mastery of Computer Literacy is evaluated in terms of the quality of the student’s final portfolio of digital photographic prints. Richard Jurus, is currently working to develop a formal rubric to show Computer Literacy mastery for ART 1175, Computer Photography. |
| Values/Citizenship/Community | All programs | **2015-2016** | Due in FY 2015-16 |  |
| Oral Communication | All programs | **N/A** | COM 2206/2211 |  |
| Written Communication | All programs | **N/A** | ENG 1101 |  |
| Are changes planned as a result of the assessment of general education outcomes? If so, what are those changes | **OPTIONAL FOR FY 2014-15** |
| How will you determine whether those changes had an impact?  | **OPTIONAL FOR FY 2014-15** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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)2014 | Written assessment & portfolio reviewART 1110, Pre-Test/Post-Test Assessment | See discussion above regarding ART 161 (ART 1161).Beginning Spring Semester 2014 and continuing through Summer Semester 2014 and Fall Semester 2014 four course sections of ART 1110 – 2 face-to-face and 2 online – taught by Kelly Joslin were administered Pre-Test and Post-Test Assessments focusing on the following Course Outcomes: 1. **Themes & Purposes of Art:** Describe and discuss the various themes and purposes of art, as well as the motivation for art.
2. **Organizing Principles of Art:** Explain the organizing principles of art.
3. **Iconography:** Describe and discuss how iconography (of various cultures and historical periods) is used in art.
4. **Various Art Media:** Recognize and differentiate various art media used throughout history and describe the steps in the creation of a work of art.

Data is being formally analyzed; however, initial comparison of Pre-Test and Post-Test scores indicates improvement in student success. |

|  |  |
| --- | --- |
| **Are changes planned as a result of the assessment of program outcomes? If so, what are those changes?**  |  |
| **How will you determine whether those changes had an impact?**  |  |

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

**Degree and Certificate Completion**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Division | Department | Department Name | Program | FY 07-08 | FY 08-09 | FY 09-10 | FY 10-11 | FY 11-12 | FY 12-13 | FY 13-14 |
| LCS | 0210 | Art | ART.AA | 14 | 9 | 11 | 10 | 15 | 6 | 6 |
| LCS | 0210 | Art | ART.S.AA | . | . | . | . | . | 1 | 12 |
| LCS | 0210 | Art | ART.WSU.AA | 2 | . | 4 | 2 | 5 | . | . |
| LCS | 0210 | Art | ARTSM.STC | . | 1 | . | . | . | . | . |
| LCS | 0210 | Art | CSTC.STC | 1 | . | . | . | . | . | . |
| LCS | 0210 | Art | DRWG.S.STC | . | . | . | . | . | 1 | 1 |
| LCS | 0210 | Art | DRWG.STC | 4 | 4 | 4 | 1 | 8 | 1 | 1 |
| LCS | 0210 | Art | PHOT.S.STC | . | . | . | . | . | 1 | 1 |
| LCS | 0210 | Art | PHOT.STC | 11 | 4 | 8 | 13 | 11 | 6 | 2 |

**Course Success Rates**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Department** | **Department Name** | **Course** |  | **FY 07-08** | **FY 08-09** | **FY 09-10** | **FY 10-11** | **FY 11-12** | **FY 12-13** | **FY 13-14** |
| 0210 | Art | ART-101 |  | 82.8% | 75.8% | 76.0% | 76.3% | 76.6% | 84.3% | . |
| 0210 | Art | ART-102 |   | 79.5% | 79.4% | 73.8% | 78.9% | 75.1% | 64.7% | . |
| 0210 | Art | ART-106 |  | 91.7% | 85.7% | 75.9% | 78.6% | . | . | . |
| 0210 | Art | ART-107 |   | 70.2% | 78.1% | 68.5% | 72.7% | 67.5% | 90.9% | . |
| 0210 | Art | ART-108 |  | 76.4% | 82.7% | 80.7% | 77.8% | 76.3% | . | . |
| 0210 | Art | ART-109 |   | 88.2% | 70.6% | 66.7% | 70.0% | 66.7% | . | . |
| 0210 | Art | ART-1101 |  | . | . | . | . | . | 81.5% | 64.8% |
| 0210 | Art | ART-1102 |   | . | . | . | . | . | 81.0% | 77.1% |
| 0210 | Art | ART-1107 |  | . | . | . | . | . | 57.7% | 73.7% |
| 0210 | Art | ART-111 |   | 75.3% | 69.0% | 71.2% | 74.2% | 74.4% | 76.9% | . |
| 0210 | Art | ART-1110 |  | . | . | . | . | . | 73.0% | 74.9% |
| 0210 | Art | ART-1111 |   | . | . | . | . | . | 61.7% | 67.2% |
| 0210 | Art | ART-1112 |  | . | . | . | . | . | 89.1% | 85.3% |
| 0210 | Art | ART-112 |   | 77.8% | 78.6% | 78.9% | 76.3% | 75.0% | 90.0% | . |
| 0210 | Art | ART-1121 |  | . | . | . | . | . | 85.3% | 87.5% |
| 0210 | Art | ART-1122 |   | . | . | . | . | . | 92.9% | 76.5% |
| 0210 | Art | ART-113 |  | 83.7% | 85.4% | 87.0% | 85.9% | 84.4% | 100.0% | . |
| 0210 | Art | ART-1131 |   | . | . | . | . | . | 100.0% | 90.9% |
| 0210 | Art | ART-1132 |  | . | . | . | . | . | 33.3% | 85.7% |
| 0210 | Art | ART-1133 |   | . | . | . | . | . | 66.7% | 100.0% |
| 0210 | Art | ART-1141 |  | . | . | . | . | . | 82.7% | 83.3% |
| 0210 | Art | ART-1142 |   | . | . | . | . | . | 81.8% | 94.7% |
| 0210 | Art | ART-1161 |  | . | . | . | . | . | 63.2% | 68.5% |
| 0210 | Art | ART-1162 |   | . | . | . | . | . | 72.7% | 75.0% |
| 0210 | Art | ART-1170 |  | . | . | . | . | . | 88.9% | 88.9% |
| 0210 | Art | ART-1171 |   | . | . | . | . | . | 57.9% | . |
| 0210 | Art | ART-1175 |  | . | . | . | . | . | 69.2% | 86.1% |
| 0210 | Art | ART-121 |   | 90.6% | 90.4% | 85.5% | 80.9% | 84.6% | 87.5% | . |
| 0210 | Art | ART-122 |  | 88.2% | 83.3% | 87.0% | 91.7% | 96.2% | 100.0% | . |
| 0210 | Art | ART-123 |   | 92.9% | 85.7% | 86.4% | 91.7% | 95.7% | . | . |
| 0210 | Art | ART-125 |  | 61.7% | 64.4% | 68.7% | 76.4% | 67.3% | . | . |
| 0210 | Art | ART-131 |   | 71.2% | 78.0% | 77.1% | 75.0% | 78.6% | 87.5% | . |
| 0210 | Art | ART-132 |  | 95.8% | 96.8% | 82.5% | 74.1% | 83.3% | 75.0% | . |
| 0210 | Art | ART-133 |   | 88.2% | 84.0% | 100.0% | 90.0% | 77.8% | 100.0% | . |
| 0210 | Art | ART-141 |  | 88.4% | 82.8% | 84.6% | 81.4% | 85.5% | 100.0% | . |
| 0210 | Art | ART-142 |   | 83.3% | 66.7% | 92.2% | 83.9% | 81.3% | 100.0% | . |
| 0210 | Art | ART-143 |  | 92.0% | 96.0% | 96.6% | 96.4% | 91.4% | 100.0% | . |
| 0210 | Art | ART-146 |   | 61.5% | 66.7% | 85.7% | . | . | . | . |
| 0210 | Art | ART-151 |  | 62.5% | 77.8% | 60.0% | 50.0% | . | . | . |
| 0210 | Art | ART-161 |   | 71.0% | 69.6% | 71.7% | 66.8% | 71.5% | . | . |
| 0210 | Art | ART-162 |  | 84.2% | 97.1% | 100.0% | 94.1% | 96.7% | . | . |
| 0210 | Art | ART-163 |   | 76.9% | 95.0% | 100.0% | 100.0% | 100.0% | . | . |
| 0210 | Art | ART-164 |  | 100.0% | . | . | . | . | . | . |
| 0210 | Art | ART-170 |   | 90.9% | 87.5% | 96.0% | 84.6% | 85.3% | . | . |
| 0210 | Art | ART-171 |  | 70.6% | 85.0% | 92.3% | 86.7% | 82.8% | . | . |
| 0210 | Art | ART-175 |   | 70.3% | 80.5% | 86.8% | 87.1% | 68.4% | . | . |
| 0210 | Art | ART-194 |  | 100.0% | 100.0% | 100.0% | 88.2% | 94.1% | . | . |
| 0210 | Art | ART-195 |   | 100.0% | 88.9% | 88.9% | 94.7% | 91.3% | . | . |
| 0210 | Art | ART-211 |  | 78.6% | 83.3% | 75.0% | 100.0% | 92.9% | 100.0% | . |
| 0210 | Art | ART-2111 |   | . | . | . | . | . | 72.2% | 90.0% |
| 0210 | Art | ART-2112 |  | . | . | . | . | . | 75.0% | 100.0% |
| 0210 | Art | ART-212 |   | 100.0% | 100.0% | 100.0% | 75.0% | 87.5% | . | . |
| 0210 | Art | ART-213 |  | 100.0% | 100.0% | 80.0% | 100.0% | 100.0% | . | . |
| 0210 | Art | ART-2141 |   | . | . | . | . | . | 100.0% | 90.5% |
| 0210 | Art | ART-216 |  | 66.7% | 87.5% | 88.0% | 60.0% | 75.0% | . | . |
| 0210 | Art | ART-217 |   | 85.7% | 100.0% | 80.0% | 88.9% | 88.9% | . | . |
| 0210 | Art | ART-218 |  | 100.0% | 100.0% | . | 100.0% | 83.3% | . | . |
| 0210 | Art | ART-221 |   | 81.8% | 80.0% | 90.0% | 83.3% | 87.5% | . | . |
| 0210 | Art | ART-2216 |  | . | . | . | . | . | 77.8% | 85.7% |
| 0210 | Art | ART-2217 |   | . | . | . | . | . | 60.0% | 85.7% |
| 0210 | Art | ART-222 |  | 100.0% | 100.0% | 83.3% | 100.0% | 100.0% | . | . |
| 0210 | Art | ART-2221 |   | . | . | . | . | . | 90.0% | 100.0% |
| 0210 | Art | ART-2222 |  | . | . | . | . | . | 100.0% | 84.6% |
| 0210 | Art | ART-223 |   | . | 87.5% | 100.0% | 100.0% | 100.0% | . | . |
| 0210 | Art | ART-2230 |  | . | . | . | . | . | 88.8% | 77.8% |
| 0210 | Art | ART-2231 |   | . | . | . | . | . | 84.5% | 84.4% |
| 0210 | Art | ART-2235 |  | . | . | . | . | . | 66.3% | 75.4% |
| 0210 | Art | ART-2236 |   | . | . | . | . | . | 69.9% | 70.9% |
| 0210 | Art | ART-2237 |  | . | . | . | . | . | 76.1% | 72.7% |
| 0210 | Art | ART-2238 |   | . | . | . | . | . | 75.0% | 76.5% |
| 0210 | Art | ART-2265 |  | . | . | . | . | . | 56.3% | 87.5% |
| 0210 | Art | ART-2266 |   | . | . | . | . | . | . | 100.0% |
| 0210 | Art | ART-2269 |  | . | . | . | . | . | 71.4% | 50.0% |
| 0210 | Art | ART-2270 |   | . | . | . | . | . | 86.7% | 100.0% |
| 0210 | Art | ART-2294 |  | . | . | . | . | . | 100.0% | 100.0% |
| 0210 | Art | ART-2295 |   | . | . | . | . | . | 85.7% | 100.0% |
| 0210 | Art | ART-2297 |  | . | . | . | . | . | . | . |
| 0210 | Art | ART-231 |   | 87.0% | 87.5% | 86.4% | 80.4% | 77.9% | . | . |
| 0210 | Art | ART-232 |  | 80.8% | 84.8% | 93.8% | 82.4% | 86.0% | . | . |
| 0210 | Art | ART-233 |   | 82.6% | 95.3% | 78.4% | 78.9% | 88.9% | 100.0% | . |
| 0210 | Art | ART-235 |  | 81.5% | 85.7% | 72.1% | 80.3% | 74.4% | . | . |
| 0210 | Art | ART-236 |   | . | 65.5% | 68.8% | 70.4% | 70.6% | . | . |
| 0210 | Art | ART-237 |  | . | 75.0% | 66.7% | 81.8% | 78.6% | . | . |
| 0210 | Art | ART-241 |   | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | . | . |
| 0210 | Art | ART-242 |  | 71.4% | 85.7% | 87.5% | 100.0% | 66.7% | 100.0% | . |
| 0210 | Art | ART-243 |   | 100.0% | 100.0% | 100.0% | 92.6% | 100.0% | 100.0% | . |
| 0210 | Art | ART-251 |  | 88.9% | 100.0% | 97.1% | 90.0% | 86.4% | . | . |
| 0210 | Art | ART-265 |   | 76.2% | 100.0% | 95.8% | 95.8% | 92.9% | . | . |
| 0210 | Art | ART-266 |  | 80.0% | 100.0% | 100.0% | 100.0% | 100.0% | . | . |
| 0210 | Art | ART-267 |   | 85.7% | 100.0% | 85.7% | . | 100.0% | . | . |
| 0210 | Art | ART-269 |  | 87.5% | 77.3% | 79.2% | 66.7% | 56.3% | . | . |
| 0210 | Art | ART-270 |   | 80.0% | 89.5% | 94.1% | 100.0% | 90.9% | 100.0% | . |
| 0210 | Art | ART-294 |  | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | . | . |
| 0210 | Art | ART-295 |   | 100.0% | 90.0% | 100.0% | 87.5% | 94.7% | . | . |
| 0210 | Art | ART-297 |  | 95.8% | 66.7% | 89.7% | . | 81.8% | . | . |