**Sinclair Community College**

**Continuous Improvement Annual Update 2017-18**

**Please submit to your Division Assessment Coordinator / Learning Liaison for feedback no later than March 1, 2018**

**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, 2018**

**Department:** **LCS - 0210 - Art**

Year of Last Program Review: FY 2013-2014

Year of Next Program Review: FY 2018-2019

**Section I: 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. Responses from the previous year’s Annual Update are included, if there have been no changes to report then no changes to the response are necessary.

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| **GOALS** | **Status** | **Progress or Rationale for No Longer Applicable** |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 | In progress  Completed  No longer applicable | After more than 16 years, the Printmaking studio’s space limitations continue to impede enrollment and curriculum expansion. The Art Department has consistently requested additional space. To date, no progress has been made in terms of expanding the Printmaking studio, Room 13-326, or relocating it to a more appropriately sized space.  Looking for a resolution to the Printmaking studio’s space limitations, the Art Department Chair studied both the Printmaking Studio and the Photography Lab. As a result, the Department Chair recommends investigating the feasibility of annexing space from the Photography Lab, Room 13-303, for use as expanded Printmaking studio space. It appears that the removal of a wall that currently divides the Printmaking studio and the Photography lab could serve as a relatively easy and cost-effective way for the Art Department to expand the Printmaking studio’s footprint and allow the enrollment cap for Printmaking courses to be set at 18 rather than 10. |
| **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  Completed  No longer applicable | ART 2279, Printmaking II was developed and entered into CMT at the end of Fall Semester 2017. The course was formally approved in February 2018 and it now exists as a second-level Printmaking course that will be offered for the first time during Fall Semester 2018. This course will be “stacked” with ART 2269.  ART 2269, originally titled Introduction to Printmaking, was revised in March 2018 to more accurately reflect its status as a first-level Printmaking course. Effective Fall Semester 2018, ART 2269 will be titled Printmaking I.  ART 2269, Printmaking I and ART 2279, Printmaking II will now serve as an emphasis within the Associate of Arts, Art degree program. Appropriate revisions have been made via CMT to identify the new Printmaking emphasis. |

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. Responses from the previous year’s Annual Update are included, if there have been no changes to report then no changes to the response are necessary.

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| **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  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 Associate of Arts, 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 Associate of Arts, Art degree which is oriented towards students who intend to transfer to a four-year college, university, or standalone art school.  Faculty further noted they intentionally maintain close contact with faculty in their disciplines at four-year institutions and standalone art schools as a means to discuss curricular and transfer issues. However, they believe any move towards the creation of the Review Team’s recommended “Advisory Committee” for the Associate of Arts, 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 college has earned, sets a high standard for its member institutions and creates a seamless transfer for students between those institutions. NASAD accreditation ensures the Art Department’s faculty, curriculum, and facilities meet a standard that is equivalent to that of 4-year colleges, universities, and stand-alone 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 have no interest in pursuing NASAD accreditation.  In an attempt to engage in discipline-specific curricular dialogue with Wright State’s faculty members, the Art Department Chair invited Glen Cebulash and his faculty to meet with Sinclair’s faculty. Glen declined the invitation stating that, while he was willing to speak with Sinclair’s faculty, the Wright State faculty would not be interested in such a meeting.  During the 2014-2015 academic year, faculty revisited the Review Team’s recommendation and continued to express concerns regarding the feasibility of developing an “Advisory Committee”. In addition to the student transfer benefits associated with the Department’s NASAD accreditation, it was further noted that the Ohio Transfer Module (OTM) serves as the core of the Department’s Associate of Arts, Art degree program. As such, OTM courses are guaranteed to transfer to any of Ohio’s public institutions of higher education. Faculty also cited the fact that the Department’s entry-level studio art courses are approved as Transfer Assurance Guide (TAG) courses. As such, students completing these TAG courses are guaranteed the transfer of applicable credits among Ohio’s public colleges and universities.  With so many well-defined means in place that assure Associate of Arts, Art students’ transfer within the State of Ohio, as well as the fact that Sinclair’s Art majors develop strong portfolios that make them desirable as transfer students at four-year institutions, the faculty continued to question the need to develop a formal “Advisory Committee”.  After much careful and thoughtful consideration, weighing both the pros and cons, the Art Department’s faculty have determined that the recommended establishment of an “Advisory Committee” is not in the Department’s best interest. |
| 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  Completed  No longer applicable | The Art Department currently has established a new articulation agreement with Columbus College of Art & Design (BFA in Fine Art) and renewed an articulation agreement with Wright State University (Art BFA program).  The Art Department is currently finalizing a new articulation agreement with Miami University Regionals (BA in Community Arts).  The Art Department continues its development of articulation agreements with other institutions. The Chair has approved a Curriculum Transfer Worksheet (BFA, Art) from the Art Academy of Cincinnati and requested that the Art Academy submit a Guaranteed Transfer Agreement to Janeil Bernheisel, SCC Manager of Curriculum, to complete the formal agreement process.  The Art Department is also working to establish new articulation agreements with The School of the Art Institute of Chicago and The University of Cincinnati. |
| 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  Completed  No longer applicable | The Art Department’s faculty believe the Review Team’s recommendation is difficult to address because it challenges the basic premise of the Associate of Arts, Art degree as a university parallel program. As such, the Associate of Arts, Art degree is oriented towards students who intend to transfer to a 4-year college, university, or stand-alone art school. Subsequently, the Associate of Arts, 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 Associate of Arts, Art degree is neither a technical program nor a 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 stand-alone art schools. Students completing the Art Department’s 2017 Graduating Student Survey indicated their plans to transfer to the following institutions to complete baccalaureate studies:   * Columbus Collage of Art & Design, Animation (1 student) * The University of Dayton, BFA Fine Art (1 student) * Wright State University, BFA Fine Art (3 students)   One student indicated a desire to complete Marketing & Visual Communications studies and another indicated a desire to earn a baccalaureate degree. However, both students were unsure about the specific transfer institution.  Students completing the Art Department’s 2017 Graduating Student Survey listed the following positions they occupied prior to graduation:   * Stylist, Photographer; Employer: College Fashionista * Art Framer; Employer: Michael’s Craft Store * Medical Secretary; Employer: Health Care * Shipping; Employer: Ramco Electric Motors * Circulation Technical Assistant; Employer: Library * Production & Maintenance; Employer: Ali Sandpaper Factory * Sales Associate; Employer: Big Lots   K-12 Gallery & Teen Educational & Joint Adult Studio (TEJAS), a regional visual arts center offering innovative visual arts programs for all ages in Dayton, Ohio, contracts with school districts to provide K-12 art instruction. Many Sinclair Associate of Arts, Art degree program students and graduates obtain employment via K-12 Gallery and serve as art instructors in these local schools.  In contrast to the Associate of Arts, Art degree program, The Art Department’s 29 credit hour 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 possess a strong knowledge of professional photographic technique and applications and, in addition to operating their own photography studios, they are also well prepared to work for local photography studios and photography labs. This career-based 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 Associate of Arts, 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  Completed  No longer applicable | During final presentations, students enrolled in the ART 2295, Graduation Portfolio Development & Exhibition capstone course that is offered during Spring Semester each year are asked to elaborate on their future plans. Will they graduate at the end of the term and transfer? Do they have additional course work to complete prior to graduation? Many times, students who are not officially graduating will say that they have one or more semesters to complete before completion. When asked to identify the courses that must still be completed, many students identify Mathematics courses as their final requirements.  Noting that many students admit that they waited to complete Mathematics requirements until the end of their programs of study, Art Department faculty have been working proactively to encourage Art majors to complete their General Education Requirements, with a focus on Mathematics courses, much earlier in their degree programs. Faculty hope this practice will alert students to the importance of completing Mathematics courses and, ultimately, increase student program completion rates. As suggested by interviews conducted during the ART 2295 final presentations, this practice appears to be working. More students indicated that they completed Mathematics courses earlier in their program of study and fewer students indicated that they delayed completing Mathematics courses.  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 done in the past and is more than willing to continue. |
| 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  Completed  No longer applicable | The Review Team’s question regarding the preparation of high school students prior to attending Sinclair for Art studies is interesting because the completion of art courses at the K-12 level is not a prerequisite for success in Art courses at the college level. In fact, Instructional approaches at the K-12 level differ dramatically from those utilized in college-level Art instruction.  It is important to note that students attending schools such as Stivers School for the Arts in Dayton, Ohio and other area high schools with strong art programs are not necessarily better prepared to enter college-level art courses than are students who have had little or no prior experience with art in the K-12 setting.  While it is true that many school districts have cut their Art programs, K-12 Gallery & Teen Educational & Joint Adult Studio (TEJAS), a regional visual arts center offering innovative visual arts programs for all ages in Dayton, Ohio, fills this gap by contracting with school districts to provide K-12 art instruction. In fact, many Sinclair Associate of Arts, Art degree program students and graduates have obtained employment via K-12 Gallery and are teaching art programs in local schools.  Many College Credit Plus (CCP) students take advantage of the Art Department’s online Art Appreciation and Art History courses. Additionally, Badin High School and Dominion Academy of Dayton have begun offering on-site Art Appreciation and Art History survey courses taught by approved CCP teachers.  Many CCP students enroll in Sinclair’s studio art courses taught by the Art Department’s faculty members. However, inherent credentialing differences that exist between K-12 art educators who earn master’s degrees in education or art education, which is broad in scope, and college-level art faculty members who earn master’s degrees in a specific studio discipline, have made it difficult for CCP teachers to gain approval to teach studio-based CCP courses at their respective schools. However, Northwestern High School is currently offering CCP Ceramics courses and hopes to expand its offerings to include Art Appreciation.  Additionally, 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. |
| 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 | The Art Department initially offered four Short-Term Certificate programs – Arts Administration, Basic Drawing, Ceramics & Sculpture Technology, Photographic Technology.  Following the Department’s formal Department/Program Review in 2007, two 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 two 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 Associate of Arts, Art degree program for students who opt to pursue Drawing as an emphasis. While not truly an embedded Short-Term Certificate program, students completing the Photographic Technology program often opt to return to complete the remaining requirements for the Associate of Arts, Art degree.  Between academic years 2012-13 and 2016-17, Photographic Technology had a slightly higher completion rate with a total of 26 completers. The Basic Drawing Short-Term Certificate had a total of 22 completers.  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 Associate of Art, 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 Associate of Arts, Art degree do receive this exposure during the course of their studies. Students wishing to pursue a 2-D emphasis (Drawing, Painting, Photography, Printmaking) must complete 3-D elective courses (Ceramics, Sculpture). Likewise, students wishing to pursue a 3-D emphasis must complete 2-D elective courses. This practice 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  Completed  No longer applicable | The Art Department’s ART 2295, Graduation Portfolio Development & Exhibition capstone course continues to serve as a valuable means by which to capture and formalize the assessment work that is already being done within the Art Department.  Studio-based courses focus on the development of portfolios that clearly show students’ skill development over the course of the semester. Faculty within specific disciplines meet regularly to discuss curriculum and ensure a degree of intra-discipline assignment standardization. For example, faculty members use assignment-based grading rubrics that clearly define the degree to which students meet requisite discipline-specific course outcomes. While these efforts result in formalized assessment, the challenge continues to be finding a way to move beyond the independent assessment of individual course sections to a greater aggregate approach to assessment across disciplines.  Faculty have explored the possibility of creating a general studio-based course rubric that can be used to assess program outcomes across a range of art disciplines. However, discipline-specific issues cause this level of inter-discipline assessment to be highly generalized.  Faculty have found that examining course success rate data provides them with a “big picture” view of the areas where course outcomes are being successfully achieved and, conversely, a view of the areas where course outcomes are not being met as successfully. |
| 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  Completed  No longer applicable | The Chair continues to monitor Course Success Rate data via the DAWN Information Portal. As a result, faculty are keenly aware of the Department’s high student success rates that typically exceed the success rates of both the LCS Division and the College. This practice allows the Chair and the faculty to gain an aggregate view of course success rates as well as a view of the success rates associated with individual course sections. Early identification of downward trends in course success rates ensures necessary changes to curriculum can be quickly implemented to encourage greater levels of student success. Overall, The Art Department’s course success rates indicate that these practices are working effectively.  The Review Team noted lower success rates of 66.3% for ART 2235 and 69.9% for ART 2236 during FY 12-13. As noted in previous updates, while success rates initially dropped for these courses as a result of the transition to semesters, improvement was evident for both courses during FY 13-14. This improvement has continued an upward trend: FY 14-15 – ART 2235 (76.11%), ART 2236 (69.32%); FY 15-16 – ART 2235 (79.45%), ART 2236 (72.63%); FY 16-17 ART 2235 (81.01%); ART 2236 (72.09%).  Between FY 14-15 and FY 16-17, ART 2235 served 514 students and ART 2236 served 284 students. |
| 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  Completed  No longer applicable | While the Art Department has not yet consulted with 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 Art Department Chair has reviewed RAR’s Recent Graduate Survey and agreed to include a personal message for Associate of Arts, Art graduates as a means to encourage greater survey completion rates.  **ART 2295 Formal Presentations**  As part of the final formal presentation process, students enrolled in the ART 2295, Graduation Portfolio Development & Exhibition capstone course present a select body of work in a formal gallery exhibition and complete a defense of their work to the Art Department Chair, faculty co-teaching ART 2295, and the student’s faculty advisor. At this time, 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 and career progress.  **ART 2295 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 during the Spring Semester. The completion of this survey is mandatory. Students are required to complete the survey during a class session and to submit it to the ART 2295 faculty members.  This 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. Data are 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 continue their studies at the Baccalaureate level and to identify the institution to which they plan to matriculate. The surveys provide the Art Department with important information regarding students’ intended degree programs, institutions, and expected graduation year.  **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 Artists (DSA), formerly The Dayton Society of Painters and Sculptors, 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 and careers. |
| 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  Completed  No longer applicable | While Art History and Art Appreciation courses would serve as the most obvious courses to implement the use of the ePortfolio, especially in terms of written feedback regarding students’ assignments and presentations, applications for studio-based courses also seem appropriate.  While the Art Department Chair has reviewed the ePortfolio and hoped to collaborate with Art Appreciation/Art History and studio faculty members to determine ways to implement its use, other initiatives such as the NASAD reaccreditation Self-Study, preparations for the NASAD site team’s visit, and the coordination of the 32nd League for Innovation National Student Art Competition have impeded progress.  The Chair hopes to collaborate with faculty regarding the implementation of the ePortfolio in the near future. |
| 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  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.  **Printmaking Studio**  Looking for a resolution to the Printmaking studio’s space limitations, the Art Department Chair studied both the Printmaking Studio and the Photography Lab. As a result, the Department Chair recommends investigating the feasibility of annexing space from the Photography Lab, Room 13-303, for use as expanded Printmaking studio space. It appears that the removal of a wall that currently divides the Printmaking studio and the Photography lab could serve as a relatively easy and cost-effective way for the Art Department to expand the Printmaking studio’s footprint and allow the enrollment cap for Printmaking courses to be set at 18 rather than 10.  **Sculpture & Ceramics Studies**  The retirements of long-term Sculpture and Ceramics faculty members allowed for a re-evaluation of studio space utilization. Additional space has been long been needed to allow for metal fabrication in the Sculpture studio, Room 13-306. Clay, plaster, and wood have been historically used in this space. Although the 2008 NASAD site visit report identified the need for metal fabrication, no additional space was identified by faculty for its implementation.  In consultation with new Annually Contracted Faculty member, Anthony Wolking, who has been hired to teach both Sculpture and Ceramics courses, it was decided to relegate all clay use to the Ceramics Studio, Room 13-307, rather than allowing it to be used in both the Sculpture and Ceramics studio spaces. By unifying the two studio spaces in this manner, the necessary space has opened in the Sculpture studio. |

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

For the FY 2016-17 Annual Update, departments are asked to provide assessment results for **Information Literacy**.

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| **General Education Outcomes** | Year assessed or to be assessed. | Course identified by the department where this outcome could be assessed | Assessment Methods  Used | What were the assessment results?  (Please provide brief summary data) |
| **THIS YEAR’S ASSESSMENT RESULTS** |  |  |  |  |
| Computer Literacy | **2017-2018** | ART 1175, Computer Photography | Course success rate data; Computer Literacy Rubric | Course Success Rate Data show the degree to which students enrolled in ART 1175 demonstrated a working knowledge of Computer Literacy:  FY 2012-13: 71.43% (20 students)  FY 2013-14: 86.49% (46 students)  FY 2014-15: 66.67% (18 students)  FY 2015-16: 100% (3 students)  FY 2016-17: 76.92% (15 students)  Average: 80.30%  ART 1175, Computer Photography requires students to transform photographic images through the use of computers, scanners, and digital cameras. Students use a computer to create fine art digital images using advanced Adobe PhotoShop techniques such as layers, color correction, masking, and special effects. Students are challenged to address the following learning outcomes in their work to demonstrate creative process and critical thinking:   * **Principles of Image Capture:** Apply basic principles of digital photography and camera capture. **Assessment Method:** Portfolios. **Performance Criteria:** 70% Quality or better. * **Architecture of PhotoShop:** Demonstrate a knowledgeable understanding of the use of Adobe PhotoShop for artistic creation. **Assessment Method:** Performance appraisals. **Performance Criteria:** 70% Quality or better. * **Creative Vision & Technical Proficiency Portfolio:** Demonstrate by final printed portfolio artistic creative vision and technical proficiency. **Assessment Method:** Portfolios. **Performance Criteria:** 70% Quality or better. |
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| **LAST YEAR’S ASSESSMENT RESULTS** |  |  |  |  |
| Information Literacy | **2016-2017** | ART 2235, History of Photography | Course success rate data; Information Literacy Rubric | Course Success Rate Data show the degree to which students enrolled in ART 2235 demonstrated a working knowledge of Computer Literacy:  FY 2012-13: 65.99% (199 students)  FY 2013-14: 74.03% (238 students)  FY 2014-15: 76.11% (187 students)  FY 2015-16: 79.45% (158 students)  FY 2016-17: 81.01% (169 students)  Average: 75.31%  Students demonstrated their ability to effectively locate, evaluate, and use information by completing the following assignments:   * 7 formal Writing Activities in which students were required to incorporate appropriate and credible source citations to support their responses to the Writing Activity Prompts. * A formal 5-page, typewritten research paper focusing on the life and career achievements of a select photographic artist. The paper must include appropriate and credible source citations from a minimum of 6 sources. |

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| **Program Outcomes** | To which course(s) is this program outcome related? | Year assessed or to be assessed. | Assessment Methods  Used | 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 | 2014-15  2015-16 | Course Success Rate Data | Course Success Rate Data show the degree to which students enrolled in ART 2230 and ART 2231 demonstrated a working knowledge of art and art history.  Examination of Course Success Rate Data for ART 2230 show:  FY 2014-15 – 83.96% success rate (106 students/89 success)  FY 2015-16 – 81.52% success rate (92 students/75 success)  Course Success Rate Data for ART 2231 show:  FY 2014-15 – 84.35% success rate (115 students/97 success)  FY 2015-16 – 88.29% success rate (111 students/98 success)  The high success rates demonstrated by student enrolled in ART 2230 and ART 2231 suggest that the majority of students are successfully achieving this program outcome. |
| 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 |  | Formal Critique & Portfolio Review  Course Success Rate Data | Formal Critique & Portfolio Review serve as the primary means by which faculty teaching studio-based courses assess the degree to which students are able to successfully demonstrate their mastery of this program outcome.  As documented in previous Annual Updates, ART 1161, Black & White Darkroom Photography I showed poor success rates and students entering ART 1162, Black & White Darkroom Photography II showed a general lack of requisite skills (use of a gray card, use of a grain focusing aid, failure to comprehend the formal elements associated with the composition of fine art photographic prints).  Examination of Course Success Rate Data for ART 1161, Black & White Darkroom Photography I show:  FY 2014-15 – 51.88% success rate (133 students/69 success)  FY 2015-16 – 66.09% success rate (115 students/76 success)  FY 2016-17 (Fall 2016) – 88.24% success rate (17 students/15 success)  The positive upward trend in Course Success Rates is encouraging and it will continue to be monitored.  An increased emphasis on formal critique and portfolio review throughout the term seems to have positively impacted the overall quality of students’ portfolios and their ability to solve visual and technical problems. Additionally, curricular enhancements such as the creation of hands-on instructional demonstration, instructional videos, Lecture PowerPoint presentations, assignment instruction handouts, and quizzes appear to be assisting Photography students in their achievement of this program outcome. |
| 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 | 2014-2016 | Artist’s Goals Survey – Pre and Post  Course Success Rate Data | Faculty member, Bridgette Bogle, administers an Artist’s Goals Survey to students enrolled in ART 2295, Graduation Portfolio Development & Exhibition. This course serves as the capstone for the A.A., Art degree. In this course, students develop fine art portfolios of their work for exhibition.  During Spring Semester, the Artist’s Goals Survey is administered to students at the start of the term and an identical survey is administered to students at the end of the term. The survey consists of open-ended questions that allow students to self-report.  Results of the surveys showed that students needed more concrete examples of actual artists’ portfolios and artists’ statements.  Using an online course enhancement, Bridgette built a repository of materials that students may easily reference to gain a clearer understanding of how to write a cogent artist’s statement and develop a cohesive portfolio of their artwork.  Students are now also required to participate in Midterm Presentation Reviews in which they formally present examples of their work to their peers and a panel of Art Department faculty. Faculty provide students with feedback regarding their artist resumes, artist statements, and the presentation of their artwork. This feedback allows students to better prepare for the Graduation Portfolio Exhibition and formal presentation of their work at the end of the semester. |
| 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 | 2014 | ART 1110, Pre-Test/Post-Test Assessment  Course Success Rate Data | Beginning Spring Semester 2014 and continuing through Summer Semester 2014, and Fall Semester 2014 students enrolled in course sections of ART 1110 – 6 face-to-face and 6 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.   Pre- and Post-Test data were formally evaluated during Summer 2016. Data show an improvement in students’ Post-Test scores when compared to Pre-Test scores. This suggests that students are successfully meeting this program outcome.  Additionally, examination of Course Success Rate Data for ART 1110, Art Appreciation – Introduction to Art & Art Media at the Dayton Campus show:  FY 2014-15 – 72.52% success rate (302 students/219 success)  FY 2015-16 – 80.07% success rate (276 students/221 success) |

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| **Are changes planned as a result of the assessment of program outcomes? If so, what are those changes?** | At this time, the Art Department Chair will continue to monitor Course Success Rates and discuss successes and concerns with appropriate Department faculty. In the cases where Course Success Rates show decline, the Chair will consult with faculty to determine appropriate measures to reverse the downward trend. |
| **How will you determine whether those changes had an impact?** | Increases in Course Success Rates and discussions with individual faculty members will help determine the degree to which changes impacted student success. |