**Sinclair Community College - Continuous Improvement Annual Update 2010-11**

**Program:** Art

**Section I: Trend Data**

1. **Program Trend Data**

Overall, enrollment in art courses has remained fairly strong – especially in terms of the Art Department’s online course offerings. The demand for online Art Appreciation and Art History course options has continued to grow at a steady rate.

Examination of the trend data for program graduates by fiscal year shows the ART.AA and the ART.WSU.AA degree programs remained fairly consistent during FY 05-06, FY 06-07 and FY 07-08. However, data for FY 08-09 show a decrease in the number of graduates for the ART.AA degree program which dropped from 14 graduates during FY 07-08 to 9 graduates and a decrease in the number of graduates for the ART.WSU.AA degree program which dropped from 2 graduates to 0. Fortunately, data for FY 09-10 show an increase in graduates with 11 students completing the ART.AA degree program and 4 students completing the ART.WSU.AA degree program - double the number of students graduating during FY 07-08.

1. **Interpretation and Analysis of Trend Data** *Suggestions of questions that might be addressed in this section: 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 program or department? What actions have the department taken that have influenced these trends? What strategies will the department implement as a result of this data?*

While the decrease in graduation rates experienced during FY 08-09 serves as a cause for concern, the upswing in graduation rates that occurred during FY 09-10 appears promising. The current economic climate may prove to be an even greater challenge as many students are re-training for new careers as a means to attain gainful employment. Since the ART.AA and ART.WSU.AA degree programs are not career-track degree programs, but, rather lead, by transfer, to baccalaureate degree programs, some students may forgo completing the ART.AA and ART.WSU.AA degree programs decide not to enroll as art majors in a transfer program in favor of a career-track degree program.

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

* What was the fiscal year of the most recent Program Review for this program?

FY 06-07

* Briefly summarize the goals that were listed in Section IV part E of the most recent Program Review Self-Study (this section of the Self-Study asks “What are the department’s/program’s goals and rationale for expanding and improving student learning, including new courses, programs, delivery formats and locations”)?

**Photography – Associate of Applied Science (A.A.S.):**

In March 2006, The Art Department submitted a preliminary approval form for the Ohio Board of Regents (OBR) to Sue Merrell, Director of Curriculum at Sinclair Community College. The Art Department requested preliminary approval for a new Associate of Applied Science (A.A.S.) degree in Photography. This A.A.S. degree program was developed primarily from courses already in place and required the creation of only three new courses. With the exception of an expensive proprietary school, OIP&T, no public institution in a 30-mile radius offers this degree. A survey of current Photography certificate students and students seeking the A.A. degree with a concentration in Photography were surveyed and showed an overwhelming interest in the A.A.S. degree in Photography. In conjunction with Sinclair’s low tuition, NCA accreditation, and the department’s National Association of Schools of Art and Design (NASAD) accreditation, the Photography A.A.S. degree would attract new students to Sinclair as well as addressing the community’s need for credentialed commercial photographers.

**Painting/Anatomy & Life Drawing Expanded Course Sections:**

The Art Department has expanded its painting courses to include classes that meet once per week on Fridays, classes that meet on weekends, and during summer quarter. In response to student requests, Anatomy and Life Drawing is currently being offered during the evening.

**Art History Web Course Development:**

The development of ART 231, ART 232, ART 233 as web courses. Upgrading ART 236, The History of Women Artists, from video course format to web course format.

**Expansion of Online Course Offerings:**

The continued expansion of Art Department web course offerings will continue to enhance enrollment and efficiency. The Art Department currently offers the following web-based courses: ART 101, ART 102, ART 125, ART 235. In response to student need for web-based Top 45 courses, 4 sections of ART 101 were offered during Fall Quarter 2006. To further enhance student enrollment opportunities, 8 sections of ART 101 were scheduled for Winter 2007 with 6 sections being offered.

* Have these goals changed since your last Program Review Self-Study?  If so, please describe the changes.

**Photography – Associate of Applied Science (A.A.S.):**

The request for a new Photography A.A.S. degree was not approved by the college for submission to the Ohio Board of Regents.

 **Painting/Life Drawing& Anatomy Expanded Course Sections:**

While the Art Department did expand its painting course sections to include classes meeting once per week on Fridays, classes meeting on weekends, and classes meeting during the summer quarter, a drop in enrollment required the Friday painting course to be eliminated from the schedule. However, enrollment has remained relatively strong to continue to support painting classes meeting on Saturdays and during Summer Quarter.

In response to student requests, an evening ART 216, ART 217, ART 218, Life Drawing & Anatomy I, II, II course section was added to the course schedule. Unfortunately, after only one quarter, enrollment dropped and the evening course section was cancelled due to low enrollment.

* What progress has been made toward meeting any of the goals listed above in the past year?

**Art History Web Course Development:**

The Art Department’s Art History survey courses, ART 231, Art of the Ancient World, ART 232, Art of the Medieval & Renaissance Worlds, and ART 233, Art of the Modern Worlds have not yet been developed into online course offerings. These courses are each offered on a quarterly basis in the traditional classroom and consistently have strong enrollment. Instead the department has focused on the development or revision of its specialized Art History courses.

As planned, ART 236, The History of Women Artists was upgraded from its outdated video course format to web course format and was successfully launched online during Winter Quarter 2008.

Additionally, ART 235, The History of Photography and ART 125, African Art were revised and re-launched online during Winter Quarter 2009.

 **Expansion of Online Course Offerings:**

The number of the Art Department’s online course sections has continued to expand in response to student demand. It is now typical for 8 sections of ART 101, Art Appreciation – Introduction to Art to be offered during a given quarter, with 3 sections of ART 102, Art Appreciation – Art Media 3 sections of ART 125, African Art, 4 sections of ART 235, The History of Photography and 3 sections of ART 236, The History of Women Artists.

* What Recommendations for Action were made by the review team to the most recent Program Review? What progress has been made towards meeting these recommendations in the past year?
* Because mathematics is a stumbling block for many art students, pursue with the Mathematics Department the possibility of teaching sections of selected courses using approaches that would appeal to visual learners.

**Target Course:** MAT 102, Intermediate Algebra

**Content Specialists:** During Summer Quarter 2009, Mathematics faculty, Kay Cornelius, Marie Stroh, and Ed Gallo, collaboratively revised their approach to presenting MAT 102 course content as a means 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.

**Communication:** In preparation for Fall Quarter 2008, Winter Quarter 2009, and Spring Quarter 2009, Kelly Joslin prepared a flyer announcing the MAT 102 “Math for Artists” course.

The flyer was distributed to Art and Theatre majors via mail and email. Art and Theatre faculty announced the course to students enrolled in their respective studio and lecture courses. The flyer was also posted on campus in various locations where Art and Theatre majors would be most likely to see it.

As a means to further encourage Art and Theatre majors to enroll in the pilot section of MAT 102 “Math for Artists,” the flyer was shared with the Academic Advisors who work most closely with Art and Theatre majors – Sheila Magnuson and Dodie Munn.

Additionally, the Mathematics Department worked with the Registrar’s Office to distribute the flyer via email to students currently enrolled in MAT 101. Upon successful completion of MAT 101, these students would be ready to enroll in MAT 102.

**Pilot:** MAT 102 “Math for Artists” was originally scheduled to pilot during Fall Quarter 2008. Kathleen Cleary and Kelly Joslin met with Mathematics Department Chair, Tony Ponder, to identify the most suitable course meeting days and times that would best coincide with Art and Theatre major’s schedules. Low enrollment on the part of Art and Theatre majors resulted in course cancellation.

A second attempt was made to pilot the MAT 102 “Math for Artists” course during Winter Quarter 2009. Again, Kathleen Cleary and Kelly Joslin met with Tony Ponder to identify the most suitable course meeting days and times. Prior to the start of Winter Quarter 2009, Kelly prepared a flyer announcing MAT 102 “Math for Artists.” The flyer was distributed to Art and Theatre majors as well as Academic Advisors, Sheila Magnuson and Dodie Munn. Once again, low enrollment on the part of Art and Theatre majors resulted in course cancellation.

During Winter Quarter 2009, Kelly consulted with Tony Ponder regarding offering MAT 102 “Math for Artists” again during Spring Quarter 2009. As a means to make the course available to a greater number of prospective students, Tony suggested lifting the Art and Theatre major restriction. Tony further suggested the new course section be identified as “Math for Visual Learners.” Students, regardless of major, could self-identify as visual learners and enroll in the course.

With these changes in place, the pilot MAT 102 “Math for Visual Learners” course successfully launched during Spring Quarter 2009.

**Cohort:** Initially, MAT 102 for Artists was intended to consist of a cohort comprised solely of Art and Theatre majors. The cohort would serve as a type of “Learning Community” with group work in the classroom environment and at weekly “study table” sessions outside of the classroom environment. It was hoped the cohort would function as a peer-based support system for Art and Theatre majors. However, opening the course to students with a variety of majors and disparate schedules made the “study table” concept less practical to facilitate.

To enhance student learning, additional lab time was included in the MAT 102 “Math for Visual Learners” course design. The integrated lab time affords students additional opportunities to interact with the faculty member which, in turn, may help the students more readily master important Mathematics concepts.

During Spring Quarter 2009, the following student majors are represented in the MAT 102 “Math for Visual Learners” pilot course:

* + - Ohio Transfer Module (4)
		- Civil Engineering Technology – AAS (1)
		- Accounting – AAS (1)
		- Early Childhood Education – AAS (1)
		- Liberal Arts & Sciences – AA (1)

 **Class Format:** Lecture & Group Work

 **Learning Activities:**

* + - * Application problems with a focus on Art and Theatre
			* Hands-on “discovery” projects—ex: games that reinforce math concepts
			* Memorization—ex: quadratic formula song
			* Quizzes, independent and small group—twice per week at the end of class meeting
			* Projects that demonstrate math topics/concepts from Art/Theatre perspective
			* Exam preparation—ex: in-class reviews; student-created study guides; faculty handouts
			* Peer assessment
			* Final exam preparation (begin 3 weeks prior to end of quarter)

 **Special Materials/Approaches:**

* Appeal to visual learners—ex: color coded approach to math helps students see relationships (colored pencils required)
* Actively engage students in the learning process—hands-on projects, small group activities, class presentations
* Reinforce learning— ex: enhanced review sessions at beginning of each class meeting; encourage students to teach each other

**Learning Activity Revisions:**

Revisions to the initial MAT 102 “Math for Artists” learning activities were made to better accommodate the broader spectrum of students currently enrolled in MAT 102 “Math for Visual Learners” and who are not exclusively Art and Theatre majors:

* Dropped the group project with class presentations
* Dropped the quadratic formula song; however, visual explanations are still utilized to help students learn important concepts
* Reviews completed at the end of each week, as opposed to completing reviews at the beginning of each class
* Each class is opened with a question/answer session (15 - 30 minutes) focusing on any concepts the students wish to review with the faculty member

While the pilot course appeared to be successful, the relatively low enrollment caused Mathematics Department Chairperson, Tony Ponder, to omit the course section from the Fall 2009 schedule.

* Increase completion rates in the department’s degree/certificate programs. In conjunction with RAR, conduct research on why students are not completing the programs and identify ways to help more students finish program requirements.

Since the Art Department’s A.A. degree program is intended to lead, by transfer, to baccalaureate degree programs, some students opt to transfer to four-year colleges, universities, or stand-alone art schools before completing the requirements to earn the A.A. degree from Sinclair. Graduating Student Surveys conducted by the Art Department each Spring for the department’s National Association of Schools of Art and Design (NASAD) accreditation indicate Mathematics serves as the greatest obstacle to program completion for many students. It was hoped the department’s collaboration with the Theatre & Dance and Mathematics Departments to develop an approach to teaching MAT 102 in a manner more conducive to the learning style of visual learners would serve to increase the number of students who successfully complete the Art Department’s A.A. degree program. However, low enrollment in the pilot visual learner-centered MAT 102 course caused the course to be discontinued.

The Art Department faculty have worked more actively to encourage students to complete the A.A. degree program prior to transfer. Students are also strongly encouraged to graduate from the ART.AA degree program during their enrollment in the ART 295, Pre-graduation Exhibition course.

* Review the arts administration program and determine what revisions to this program, if any, are needed to update and refresh the curriculum.

Evaluation of the low number of students completing the Arts Administration certificate program prompted the Art Department to deactivate the program via CMT during the 2006-2007 academic year.

The one remaining student enrolled in the Arts Administration certificate program worked independently with Kelly Joslin, Art Department Chairperson, to facilitate her successful completion of the program during Spring Quarter 2009.

* Explore options for additional space and/or alternative uses of existing space in order to support growth in high priority areas. Consider opportunities for offering more sections of selected classes off campus.

The Art Department continues to actively investigate the acquisition of additional space and/or alternative uses of existing space to support growth in high priority areas. While a shortage of studio space remains a concern, the department is experiencing growth in its online course offerings. Fortunately, these courses do not require the use of additional classroom/studio space.

During Fall Quarter 2009, the Art Department Chairperson, Kelly Joslin, met with Kathleen Cleary, Dean of the Liberal Arts, Communication & Social Sciences Division, and Woody Woodruff and Chris Tomlinson of Facilities Management to examine potential expansion opportunities in Building 13.

**Drawing & Painting:**

A location for a new Drawing/Painting studio was identified on the south side of Building 13 on the second floor; however, the space was later re-developed as traditional classroom space rather than a Drawing/Painting studio as originally planned.

**Sculpture – Metal Fabrication:**

The Art Department’s lack of metal fabrication in its Sculpture curriculum was identified by the National Association of Schools of Art and Design’s (NASAD) reaccreditation site visitors as a serious concern. In response, the Art Department Chair, Kelly Joslin, also investigated the possible acquisition of space on the first floor of Building 13 for a Metal Fabrication Sculpture Studio. Unfortunately, the available space on the first floor had already been designated for other purposes. To date, no other sites on campus that would meet the requirements for a Metal Fabrication Sculpture Studio have been identified..

**Printmaking:**

The Art Department’s Printmaking studio has long been a serious source of concern and the acquisition of additional space has been a longstanding and ongoing request. The current space used for Printmaking instruction is far too small to accommodate the number of students required to meet the department’s 18-student average class size. Currently, the space accommodates 8 students; however, in an attempt to move closer to average class size, the course enrollment capacity has been increased to 10 students. The addition of two additional students negatively impacts the space and safety concerns result from crowding too many students using sharp tools to cut wood print plates into the already cramped space. The Art Department Chair, Kelly Joslin, has spoken with Woody Woodruff of Facilities Management on numerous occasions regarding acquiring additional space for Printmaking. However, no space meeting the requirements necessary for the operation of a Printmaking studio has been identified.

**Photography:**

The Art Department’s ART 171, Studio Photography course had outgrown the small studio space located in the 13-303 Photography Lab. The Art Department Chair, Kelly Joslin, met with Woody Woodruff and Chris Tomlinson to seek approval to dismantle the Art Department’s small 13-202 PC lab with 10 student computers. The 13-202 PC lab was used to teach ART 107, Beginning Photoshop and ART 175, Computer Photography I. Kelly Joslin had already collaborated with the Design Department Chair, Shari Rethman, to utilize the Design Department’s Mac labs for ART 175 instruction. Moving the course to the Design Department’s Mac labs allowed 18 students to enroll in ART 175 and the course enrollment now met average class size standards.

The only course that continued to be taught in the 13-202 PC lab was ART 107. Typically 4 sections of ART 107 would be offered during a quarter. Each course section only accommodated 10 students with a total enrollment over four sections equaling only 40 students. Four faculty were required to teach the four ART 107 course sections. In an effort to increase efficiency and move the enrollment to average class size, Kelly Joslin made arrangements to move the ART 107 courses to the Englewood Learning Center and Courseview Campus where each course section could accommodate 24 students rather than 10 students.

After obtaining permission from Facilities Management, the Art Department’s 13-202 PC lab was dismantled and the space was converted to a Photography studio to support the ART 171, Studio Photography course. This re-use of space has proven to be extremely effective and has provided ART 171 students with a professional environment in which to create studio photographs. The Art Department’s Photographic Technology certificate is the department’s most successful certificate program and the repurposing of the 13-202 space from a small inefficient PC lab to a Photography studio supports the students completing this certificate program and improves their hands-on learning experience as studio photographers.

* Explore opportunities to offer continuing education for working artists, including workshops and courses that deal with business practices for working artists.

The Art Department maintains annual membership with The Dayton Visual Arts Center (DVAC). DVAC provides ongoing workshops and courses dealing with business practices for working artists. The Art Department’s faculty and professional staff currently work collaboratively with DVAC by serving on committees, participating in exhibitions, and presenting workshops.

The Department Chairperson, Kelly Joslin will continue to work collaboratively with DVAC Director, Jane Black, to identify additional ways in which the department may further assist the community’s working artists.

* Increase the visibility of the Art Department on campus, and develop creative strategies for articulating and sharing the learning that is accomplished through the arts.

The Art Department advertises monthly exhibitions of its galleries and receptions through the creation and distribution of show cards and email announcements. Exhibitions are also advertised in local newspapers.

The Art Department has also begun to produce and distribute announcement cards for its Spring and Holiday Student Art Sales. The Art Department publishes and distributes an annual electronic newsletter during Spring Quarter to highlight department, faculty, and student activities/achievements. As a means to promote “green” initiative, the newsletter is distributed electronically on-campus and off-campus to area arts organizations. The newsletter has also become a permanent fixture on the Art Department’s official web site.

Faculty member, Kevin Harris, maintains gallery space in the walkway located between Buildings 1 and 2 featuring quarterly scholarship recipients’ artwork. This gallery space is highly visible and presents the work being produced in the Art Department’s studio courses to the greater college community.

The Art Department’s Gallery Coordinator/Collections Curator, Pat McClelland, works with Publications to broadcast Art Department gallery exhibitions on the college’s flat screen televisions across campus. This means of on-campus advertising keeps exhibitions before the greater college community and informs them of the department’s exhibitions and events.

* Promote the department’s NASAD accreditation more widely.

As a means to promote the department’s National Association of Schools of Art and Design (NASAD) accreditation more widely, the Department Chairperson has revised/updated the department’s web site to include specific information regarding its NASAD accreditation. Prior to the recent revisions, no mention of NASAD accreditation appeared on the department’s official web site.

NASAD accreditation information is also featured on flyers that are distributed to prospective students at local College Information and Career Fairs.

* Review the department’s curriculum, deleting courses that are not offered frequently and/or courses that attract few students.

The Department Chairperson regularly reviews the department’s curriculum and deactivates courses/certificate programs as necessary. The revision of all of the department’s curriculum for the quarters to semesters conversion has provided an excellent means by which to further refine this process.

**Section III: Assessment of Outcomes**

The Program Outcomes for this program are listed below. **At least one-third of your program outcomes must be assessed as part of this Annual Update, and across the next three years all of these program outcomes must be assessed at least once**.

|  |  |  |  |
| --- | --- | --- | --- |
| **Art** Program Outcomes | In which courses are these program outcomes addressed? | Which of these program outcomes were assessed during the last fiscal year?  | Assessment MethodsUsed |
| **1)** Demonstrate a working knowledge of art and history of art through critical thinking and testing. | ART 231, ART 232,ART 233 |  | *
 |
| **2)** 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 216,ART 217, |  | *
 |
| **3)** Use the critique process for presenting and developing fine art portfolios and exhibitions in a professional manner. | ART 195 |  | *
 |
| **4)** Demonstrate the use of basic artistic vocabulary and visual literacy through testing. | ART 101,ART 102 |  | * See Note Below
 |

1. For the assessment methods listed in the table above, what were the results? What changes are planned as a result of the data? How will you determine whether those changes had an impact?

While ART 101 and ART 102 were scheduled to be assessed, the undertaking of the revision of the department’s entire curriculum for quarter to semester conversion caused the assessment process to be postponed. After the move to semesters, ART 101 and ART 102 will no longer exist as separate courses. The two courses have merged to create a single ART 1110, Art Appreciation – Introduction to Art and Art Media course.

b) What other changes have been made in past years as a result of assessment of program outcomes? What evidence is there that these changes have had an impact?

Faculty member, Bridgette Bogle, has continued her efforts to maintain and expand a resource-rich ANGEL course web enhancement for the ART 195, Portfolio Development in Fine Arts course. 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.

Additionally, collaboration between the ART 195 and ART 295 faculty has further strengthened this process.

c) Describe general education changes/improvements in your program/department during this past academic year (09-10).

During the past two academic years, the curriculum for ART 295, Pre-graduation Exhibition was revised to provide students with greater instruction in terms of professional presentation of their artwork in a formal exhibition as well as real world experience resulting from a unique collaboration with Gallery 510, a local art gallery, located on 5th Street in the Oregon District. Gallery owner, Loretta Puncer, personally selected student artwork for inclusion in an exhibition at her gallery. A formal reception was hosted at Gallery 510 and the event was tied with the Downtown Dayton Partnership’s First Friday activities. The students also exhibited their work in the Building 13 art galleries as they have done in the past. These experiences provided students with greater problem-solving and critical thinking activities help them establish important ties with the local art community.

**Section IV: Improvement Efforts for the Fiscal Year**

1. **FY 09-10:** What other improvement efforts did the department make in FY 09-10?  How successful were these efforts?  What further efforts need to be made? If your department didn’t make improvement efforts during the fiscal year, discuss the strengths and weaknesses of the department over the last year and how the department plans to address them in the coming year.

The Art Department Chairperson and faculty worked in a highly focused and collaborative manner to convert the department’s curriculum from quarters to semesters. Great consideration was given to the development of new courses that would bring the department’s curriculum in line with National Association for Schools of Art and Design (NASAD) accreditation requirements. For the first time, the Art Department will have formal Foundations courses in the form of a 2-D Foundations course and a 3-D Foundations course. The department has been operating without formal Foundations courses and used alternative studio courses as stand-ins. The curriculum revision process allowed the department to develop these two new courses which will benefit students in terms of their learning, but also in terms of transfer to other colleges/universities or stand-alone art schools.

The Art Department Chairperson and faculty have also worked to transition online courses from their current quarter format to the new semester format. While two courses, ART 1110 (formerly ART 101 and ART 102) and ART 2235 (formerly ART 235) have been completed, the revision process for ART 2236 (formerly ART 236) and ART 2238 (formerly ART 125) are still underway.

1. **FY 10-11:** What improvement efforts does the department have planned for FY 10-11? How will you know whether you have been successful?

The Art Department will continue to refine its semester versions of all of its curriculum. This process has proven to be a major undertaking for the department faculty, but one that has been welcomed as a means to create even greater quality curriculum for our students. Faculty will also continue to revise and refine online course offerings.

Questions regarding completion of the Annual Update? Please contact the Director of Curriculum and Assessment at 512-2789 to schedule a time to review the template and ask any questions.