**Department/Program Review Summary**

**2013-14**

**Department:** ART

**Date of Review:** April 17, 2014

**Review Team Members and Titles:**

Dave Collins, Provost

Michael Carter, Superintendent of School and Community Partnerships

Liz Cicchetti, Academic Advisor, Academic Advising

Jared Cutler, Assistant Provost of Accreditation and Assessment

Juanita Daren-Jones, Assistant Professor, Developmental Math

Greg Deye, Manager, Learning Technology Support

Mary Gaier, Vice President for Organizational Development

Anita Gilkey, Associate Professor, Business Information Systems

Pam Linker, Assistant Professor, Nursing

Laura Mercer, Director, Research, Analytics & Reporting

Tony Ponder, Dean, Science, Math and Engineering

Beth Zickefoose, Chair, Respiratory Care

**Department Members Present:**

Shari Rethman, Interim Dean, Liberal Arts, Communication and Social Sciences

Kelly Joslin, Chair, Art

Faculty/Staff:

Bridgette Bogle

Bob Coates

Kim Duff

Mark Echtner

George Hageman

Kevin Harris

Kay Koeninger

Tess Little

Pat McClelland

**Commendations**:

* The department’s NASAD accreditation speaks volumes about the faculty’s commitment to quality – it is a true indication that this is a department that goes above and beyond. Relatively few ART departments in the nation have this level of accreditation - it is a credit to Sinclair and a clear benefit to our students who transfer. It is something that the department wouldn’t have to do if it wasn’t the high-quality, committed, “willing-to-do-anything-to-give-our-students-every advantage” kind of department that it is. A lesser department would settle for just being good – the faculty in this department insist on more for their students.
* The meeting with the Review Team made clear that the department benefits from strong chairperson leadership, and also highlighted the extraordinary talent of its faculty members.
* The talents of the faculty in this department not only make a crucial contribution to the education of students in its programs, but they also benefit the college and enrich the overall environment at Sinclair. Examples of faculty artwork can be found all over campus, raising the level of culture on campus and serving as an inspiration for students whether they take courses in the department or not. The faculty in this department are passionate about their content area, and their outstanding work makes a tremendous difference for our students in the Art programs. The number of faculty members in the department who have received Teaching Excellence Awards is nothing short of remarkable.
* The department prepared an extremely well-organized self-study. A tremendous amount of information was provided in the Appendix, but the indexing made finding different pieces of information easy. It was clear that a great deal of thought and effort went into the organization of the self-study.
* It was clear that the department had prioritized the recommendations from the previous Program Review. Appendix XIII in the self-study listed each of the recommendations and provided an extensive description of the department’s work. All but one were listed as complete, and it was encouraging to see that the department had taken the Program Review process seriously and used it as an opportunity for improvement. This seems to be one example of an overall culture of continuous improvement in the department, a conscious and pervasive attitude of always striving to make things better.
* One of the most impressive efforts of the department is its work providing external feedback to students, particularly with regard to the annual juried student art exhibition. While feedback from faculty is important, input from those external to the college – particularly potential employers – adds a whole new dimension to student feedback, and provides invaluable preparation for work after completion of their academic careers. The department also excels at providing feedback from faculty and peers, the best example being the Midterm Review Critiques. This is a practice that other departments could benefit from.
* The department has done excellent work in establishing an articulation agreement with Wright State University. Development of articulation agreements with other four-year institutions is ongoing, and the fact that several other institutions are seeking articulation agreements with the department is a strong indicator of how it is viewed as offering high quality programs, and the department has earned high commendations in this regard. The annual visits from the School of the Art Institute of Chicago are likewise an impressive indication of how highly the department is valued by transfer institutions.
* This is a department that has demonstrated a creative and innovative approach to problem solving and increasing efficiencies. A great illustration of this is the efforts in accommodating the needs of the Printmaking program given space constraints. Another is the cost-savings work involving the purchasing of clay for Ceramics Arts and Sculpture courses. The inter-departmental collaboration with the Design department using their space for ART 175 instruction is yet another fine example of this. In all of these instances, the department has shown a remarkable capacity for becoming more efficient in order to meet a challenge with limited resources to do so.
* Excellent relations with the community and external stakeholders are maintained by this department. In addition, the outreach to area senior citizens fosters goodwill among area residents for the institution as a whole. Students are engaged in these relationships with the community as well – the best example being the internships that students complete at the community non-profit art organizations as part of the Fine Art Internship course.
* The department is engaging in general education and program outcome assessment in a systematic way and on an ongoing basis. General education outcomes rubrics are used in Art History and Art Appreciation courses. The department performs portfolio review and skill testing exercises that provide valuable information regarding how well students are achieving program outcomes. Assessment is a part of the way that this department does business.

**Recommendations for Action**:

* 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.
* 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.
* 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.
* 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.
* 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?
* 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.
* 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.
* 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.
* 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.
* 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.
* 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.

**Overall Assessment of Department’s Progress and Goals**:

The Art Department is composed of incredibly gifted - and award-winning - faculty who are not only crucial to the education of their students, but also enhance the culture and aesthetic experience of the campus overall. The campus environment is so much the better for having the artwork of the faculty on display. There is no question that this department produces skilled, talented graduates, and a great deal of the credit goes to the faculty. The NASAD accreditation that the department has earned is unquestionably a testament to its high quality and determination to be the best it can.

The department has established and maintained excellent connections to the community, and truly represents Sinclair well among many different external groups. Its reputation is such that agreements with are sought after by many four-year institutions. It is a department whose commitment to its students is clear, and whose passion for its subject area is peerless.

**Institutional or Resource Barriers to the Department’s Ability to accomplish its Goals, if any**:

The meeting with the Review Team raised a couple of issues that are not unique to the ART Department, and that may need to be explored at an institutional level:

* The offerings that the department provides for senior citizens are an important service to the community that does much to build strong relationships. However, in the future we may want to examine ways to offer courses to senior citizens more efficiently on a non-credit basis, being careful to ensure that seniors receive the same care, quality, and attention that they are accustomed to.
* Like many other departments on campus, the Art department struggles to find adequate space for its offerings. The Manager of Space Analysis can be a valuable resource in this regard. With the institution moving toward construction of a new Health Sciences building, much planning will need to go into the reallocation of space in existing buildings.
* Marketing continues to be a challenge for many departments – we as an institution may need to be more pro-active about helping departments find ways to market themselves without additional marketing funds.