**Department/Program Review**

**Self-Study Report Template**

**2013 - 2014**

**Department:** Art

**Programs:** Associate of Arts, Art (ART.S.AA)

Basic Drawing Short Term Certificate (DRWG.S.STC) Photographic Technology Short Term Certificate (PHOT.S.STC)

**Section I: Overview of Department**

1. **Mission of the department and its programs(s)**

What is the purpose of the department and its programs? What publics does the department serve through its instructional programs? What positive changes in students, the community and/or disciplines/professions is the department striving to effect?

The Art Department provides students with high quality educational experiences in the visual arts with a focus on Ceramic Arts, Drawing, Painting, Photography, Printmaking, Sculpture, Art History and Art Appreciation.

The Art Department is accredited by the National Association of Schools of Art and Design (NASAD). This is a significant achievement for a two-year community college. To date, only 22 community colleges nationwide have been granted NASAD accreditation.

The department's curriculum stresses technical competence, a broad knowledge of art history, an understanding of artistic styles, critical thinking skills, creative problem-solving and insight to art's significant role in society. With a focus on student enrichment, the Art Department features regular art exhibitions in its Building 13 Art Galleries focusing on the work of professional contemporary artists and hosts visiting artists’ master classes, workshops and guest lectures.

Four professional gallery spaces located in Building 13 – The Burnell R. Roberts Triangle Gallery, Works on Paper Gallery, Zone VI Photography Gallery and Hypotenuse Gallery – maintain regular exhibition schedules featuring professional and student artwork. These galleries serve as important learning tools for art students and provide the greater college community and the public with visual stimulation and inspiration.

The Art Department’s curriculum terminates in the university parallel **Associate of Arts, Art (A.A.)** degree with a strong emphasis on the skill development, concepts and sensitivities essential for the visual artist. The Associate of Arts, Art (A.A.) degree leads, by transfer, to the completion of Bachelor of Fine Arts (B.F.A.) and Bachelor of Arts (B.A.) degrees. To earn the Associate of Arts, Art (A.A.) degree, students must complete 69 credit hours of coursework. An articulation agreement with Wright State University - where the greatest number of Sinclair’s Art students matriculate - is currently pending final approval. This articulation agreement will further align the Art Department's Associate of Arts, Art (A.A.) degree program with Wright State University’s Bachelor of Fine Arts, Studio Art (B.F.A.) completion program. (Appendix I).

Post-graduation student follow-up and feedback from faculty at transfer institutions indicate students majoring in Art at Sinclair Community College are well prepared to transfer to four-year colleges/universities and art schools. As a university parallel program, the Associate of Arts, Art (A.A.) degree corresponds to the first two years of study required for a four-year baccalaureate degree and allows students to transfer to four-year colleges/universities and art schools to pursue the baccalaureate degree and beyond. The university parallel Associate of Arts, Art (A.A.) degree program includes the Ohio Transfer Module (OTM). Upon completion of the Associate of Arts, Art (A.A.) degree, students often transfer as juniors to art schools and four-year colleges/universities in Ohio and nationally.

The **Basic Drawing Short Term Certificate** (9 credit hours) provides basic proficiency in freehand drawing. The student draws with a variety of materials including charcoal, pastel and ink. The student renders three-dimensional items on a two-dimensional surface and demonstrates proficiency in value, contour and perspective. This certificate provides the student with a broad range of styles and historic sources for his or her work, whether the individual is a graphic designer or freelance illustrator. (Appendix III).

The **Photographic Technology Short Term Certificate** (29 credit hours) is designed for the serious photographer who wishes to operate his or her own photographic studio or the student desiring a job in the photographic studio/photographic processing industry. The certificate ensures proficiency in composing a good photograph in the studio or field and developing and printing photographs in black and white and color. The student will learn studio technique and how to operate both manual 35 mm and digital cameras. Basic computer imaging techniques will also be covered. The completion of the certificate will ensure the student has a well-rounded knowledge of photographic technique and applications. (Appendix III).

In addition to degree and certificate programs, the Art Department also performs an important community outreach service by offering a variety of non-credit fine art Painting, Drawing and Art Appreciation courses for senior citizens at local community centers. The department also offers one on-campus Ceramic Arts course for seniors. These popular courses - serving approximately 900 seniors annually – are offered in partnership with Sinclair’s College for Lifelong Learning.

1. **Description of the self-study process**

Briefly describe the process the department followed to examine its status and prepare for this review. What were the strengths of the process, and what would the department do differently in its next five-year review?

**National Association of Schools of Art & Design (NASAD) Accreditation/Reaccreditation**

Self-study has long been integral to the Art Department’s function. During academic year 2000-2001, the department conducted a thorough self-study process as part of its bid for National Association of Schools of Art and Design (NASAD) accreditation. The intensive self-study resulting from this effort required a great deal of critical analysis and reflection on the part of the department’s faculty, staff and students. The self-study helped the department achieve an acute awareness of its strengths and weaknesses. An accreditation site visit in 2001 conducted by a team of NASAD representatives and the subsequent external evaluation report provided by the team further clarified the department/programs’ strengths and weaknesses. The Art Department was awarded 5-year NASAD accreditation in 2002.

In preparation for NASAD reaccreditation during academic year 2007-2008, Art Department faculty, staff and students once again engaged in a thorough self-study process in which they critically examined the curriculum, the quality of student work and equipment/facilities. A reaccreditation site visit in 2008 conducted by a team of NASAD representatives and the subsequent external evaluation report resulted in the Art Department being awarded a 10-year NASAD reaccreditation in April 2009. The department will undergo its next reaccreditation site visit during the 2017-2018 academic year. (Appendix IV).

**Current Self-Study – Faculty, Teaching/Assessment Practices & Collaboration**

Both internal self-studies and external accreditation evaluations confirm the Art Department’s faculty serve as one of its greatest strengths. Art Department faculty highly value and actively promote professionalism and innovative teaching/learning excellence.

Art Department faculty are well-trained professionals who maintain active exhibition and publication records. The criteria for promotion and tenure in most college and university art departments is heavily weighted on a faculty member’s activity as an exhibiting artist. The exhibition record documents scholarly activity for faculty teaching studio-based art courses.

All tenured/tenure track studio faculty hold terminal M.F.A. degrees. Art History faculty hold M.A. or related degrees. Adjunct faculty members are high caliber, dedicated individuals who work closely with their full-time counterparts and demonstrate a clear commitment to student-centered learning. Most adjunct faculty hold M.F.A. or M.A. degrees and many have specialized expertise in their disciplines. (Appendix V).

Art Department faculty actively engage in continuous assessment of their teaching practices. They regularly seek both formal and informal student feedback to aid their evaluation of the quality of their teaching. This feedback provides faculty with important insight to students’ perspectives regarding the quality of their learning experiences in the studio/classroom environment. Faculty assess this feedback and use it to guide their development and revision of curriculum and plan their teaching strategies. Faculty work collaboratively within the department - often across disciplines - to provide peer feedback regarding instruction and to identify innovative ways to actively engage students in the learning process. It is not unusual for faculty members to invite department colleagues to observe their classroom teaching and participate in student critiques.

During department meetings throughout the academic year, faculty openly share innovative teaching practices and discuss curricular concerns. Additionally, the Art Department Chairperson carefully reviews each faculty member’s Faculty Performance Review (FPR) to identify innovative practices and captures this information for inclusion in the department’s Annual Updates.

Since the department’s last formal review, 3 Art Department faculty members were awarded Teaching Excellence Awards - Kevin Harris, NISOD Teaching Excellence Award (2007); Kelly Joslin, NISOD Teaching Excellence Award (2010); Richard Jurus, Roueche Teaching Excellence Award (2013). To date, 5 of the Art Department’s 9 full-time faculty members – Mark Echtner, Kevin Harris, Kelly Joslin, Richard Jurus, Tess Little - and 1 recently retired full-time faculty member – Sally Struthers - have been awarded Teaching Excellence Awards. This serves as a testament to the high quality innovative teaching that exists within the Art Department.

In preparation for the current Department/Program Review self-study, faculty participated in a formal orientation with the Department Chair. During this meeting, faculty were provided with extensive data sets and asked to review the data carefully and note both positive and negative trends. Faculty also reviewed the department’s most recent Annual Update and the reviewers’ comments. Reviewers noted it would be beneficial for faculty to document the manner in which General Education Outcomes are assessed in their courses. During discussion, faculty subsequently identified the ways in which they assess General Education Outcomes. Many faculty include General Education Outcomes in grading rubrics as part of a formal evaluation process. (Appendix VI). The next step will be for the faculty to determine how they may formalize the assessment of these General Education Outcomes for data reporting purposes.

**The Next 5 Years**

In terms of the strengths of the self-study process, it is important to note the evaluation and assessment practices implemented within the Art Department during the initial NASAD accreditation and subsequent reaccreditation processes have continued within the department and have become part of the department’s regular assessment and evaluation practices. This focus on a studied approach to continuous improvement and student success serves as one of the Art Department’s greatest strengths. For this reason, these practices will continue to be implemented and expanded as the department prepares for its next 5-year Department/Program Review.

**Section II: Overview of Program**

1. **Analysis of environmental factors**

This analysis, initially developed in a collaborative meeting between the Director of Curriculum and Assessment and the department chairperson, provides important background on the environmental factors surrounding the program. Department chairpersons and faculty members have an opportunity to revise and refine the analysis as part of the self-study process.

**Environmental Scan** (Appendix VII)

1. The Art Department's internal key stakeholders include students (credit & non-credit), faculty, departments that include ART courses as part of their degree programs. External stakeholders include local arts organizations, the greater community, high school students with transfer issues, 4-year colleges/institutions/art schools & NASAD.

2. The Art Department assesses the degree to which stakeholders' needs are being met through:

* Annual graduating student survey data as part of NASAD accreditation Requirements (Appendix VIII)
* End-of-Semester Student Surveys
* Self-assessment feedback from current students
* Department meetings
* NASAD reaccreditation

3. Data used for decision making:

* Degree/Certification Completion reports, Program Retention reports, FTE reports, course enrollment reports, ACS reports, Graduating Student Surveys
* Course enrollment trends.
* Annual graduate survey data.
1. **Statement of program learning outcomes and linkage to courses**

Include the program outcomes for each program(s) in Section V.

**Associate of Arts, Art (A.A.)** (69 cr. hrs.):

|  |  |  |
| --- | --- | --- |
|  | **Program Learning Outcomes** | **Related Courses**Course Descriptions (Appendix IX) |
| 1. | Demonstrate a working knowledge of art and the history of art. | ART 1110, 2230, 2231, 2235, 2236, 2237, 2238 |
| 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 1111, 1112, 2111, 2112, 2216, 2217, electives |
| 3. | Use the critique process for presenting and developing fine art portfolios and exhibitions in a professional manner. | ART 2270, ART 2295 & all studio courses. |
| 4. | Demonstrate the use of basic artistic vocabulary and visual literacy. | ART 1110, 2230, 2231, 2235, 2236, 2237 & all studio courses |

**Photographic Technology Short Term Certificate** (29 cr. hrs.):

|  |  |  |
| --- | --- | --- |
|  | **Program Learning Outcomes** | **Related Courses** |
| 1. | Execute high-quality images against industry standards by applying and improving technical skills. | ART 1161, 1162, 1170, 1171, 1175, 2265, 2266, 2294 |
| 2. | Apply critical thinking and creative problem-solving skills to a variety of aesthetic and photographic problems. | ART 1161, 1162, 1170, 1171, 1175, 2265, 2266, 2294 |
| 3. | Discuss the history, fundamentals and basic theories of photography. | ART 2235 |

**Basic Drawing Short Term Certificate** (9 cr. hrs.):

|  |  |  |
| --- | --- | --- |
|  | **Program Learning Outcomes** | **Related Courses** |
| 1. | Demonstrate ability to render three-dimensional items on a two-dimensional surface with proficiency in the use of value, contour and perspective. | ART 1111, 1112, (course options: ART 2111, 2216,1121, 2221, 2222) |
| 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 1111, 1112, (course options: ART 2111, 2216,1121, 2221, 2222) |
| 3. | Demonstrate basic proficiency in freehand drawing using a variety of media. | ART 1111, 1112, (course options: ART 2111, 2216) |

1. **Admission requirements**

List any admission requirements specific to the department/program. How well have these requirements served the goals of the department/program? Are any changes in these requirements anticipated? If so, what is the rationale for these changes?

Not applicable. The Art Department/program is open enrollment. Entry-level studio courses - ART 1101, 2-D Foundations, ART 1102, 3-D Foundations, ART 1141, Introduction to Ceramics, ART 1161, Black & White Darkroom Photography I – and Art Appreciation/Art History Courses to not have pre-requisites.

**Section III: Student Learning**

1. **Evidence of student mastery of general education competencies**

What evidence does the department/program have regarding students’ proficiency in general education competencies? Based on this evidence, how well are students mastering and applying general education competencies in the program?

To maintain NASAD accreditation, the Art Department must complete an updated self-study and participate in a site visit during the 2017-2018 academic year. In preparation for the next formal self-study and site visit, the Art Department must conduct ongoing assessment of its curriculum, quality of student work and facilities/equipment.

Students earning the **Associate of Arts, Art (A.A.)** degree will have completed a foundation art program, a studio emphasis area, as well as general education Ohio Transfer Module (OTM) courses (equating with NASAD’s General Study requirements of Science, English, etc.). Students may select an emphasis within the Art curriculum: Ceramic Arts, Drawing, Life Drawing & Anatomy, Painting, Photography or Sculpture. (Appendix I).

Corresponding to the College's overarching commitment to General Education, the **Associate of Arts, Art (A.A.)** degree includes a strong General Education component including English, Math, Science, Social Sciences and Humanities. Students demonstrate proficiency in General Education competencies through a variety of activities and written assignments associated with studio- and lecture-based courses. Faculty use grading rubrics to evaluate the quality of students’ work and these rubrics include General Education outcomes. As previously noted, faculty must now determine a means to formalize the assessment of these General Education Outcomes for data reporting purposes.

Students completing the **Associate of Arts, Art (A.A.)** degree, **Photographic Technology Short Term Certificate** and **Basic Drawing Short Term Certificate** are given ample opportunities to demonstrate proficiency in Oral Communication, Written Communication, Reading & Responding Critically, Problem Solving/Critcal Thinking, Values/Citizenship/Community, Information Literacy and Computer Literacy.

Students enrolled in studio-based courses must utilize effective **Oral Communication** skills as they offer peer and group feedback through class critiques of their own work and the work of their peers. These skills are reinforced and modeled by the studio faculty. Faculty teaching studio-based courses integrate assessments of Oral Communication skills in grading rubrics evaluating students’ artwork and students’ oral presentations of their work during the critique process. (Appendix VI). In addition, many studio-based courses also require students to prepare and present formal oral presentations with supplemental digital imagery focusing on a specific artist’s life and artwork. Honors Art History and Art Appreciation courses require students to present formal oral presentations with supplemental digital imagery. Students are evaluated on their ability to organize messages, compose and deliver messages, acknowledge opinions/differences, paraphrase information/opposing points, demonstrate understanding and use of listening behaviors, phrase questions to obtain information and uses communication skills.

**Written Communication** skills are assessed throughout the curriculum as students are required to write formal papers in the majority of the Art Department’s studio- and lecture-based courses. The *General Education Outcomes – Written Communication Rubric* is used in Art History and Art Appreciation courses to evaluate the degree to which students apply the stages of the writing process (prewriting, drafting, revision, and editing), integrate sources, and read/respond critically.

**Reading & Responding Critically** is essential for students enrolled in studio- and lecture-based courses. Faculty require students to research and respond both orally and in written form to information focusing on the lives of artists, ethics and contemporary issues in art.

**Problem Solving** **& Critcal Thinking** are stressed throughout the Art Department’s curriculum. Students enrolled in studio- and lecture-based courses are encouraged to recognize/understand relationships, make connections and identify creative problem-solving techniques. Whether addressing a hands-on creative project or writing a formal research paper, students are challenged to think critically and utilize analysis to draw conclusions and effectively complete tasks. Faculty evaluate the degree to which students raise relevant questions, articulate ideas or problems, use appropriate problem solving methods, exhibit openness to alternative ideas, construct measures to evaluate appropriateness, truthfulness, usefulness or validity of an idea or argument, demonstrate analysis of information to support a chosen position with attention to consequences and recognize logical fallacies.

**Values/Citizenship/Community** play important roles in students’ learning experiences in the Art Department. Internship opportunities and art exhibitions allow students to demonstrate their ability to examine personal values, take responsibility for actions and act as responsible citizens in a variety of communities.

All Art majors are required to complete ART 2270, Fine Art Internship – a practicum providing students with experience in organizing and hanging art exhibitions, assisting in studios or working in arts administration. Students enrolled in ART 2270 are responsible for identifying and gaining approval from an arts organization or a working professional artist to intern as volunteers. Each term, students complete internships at a variety of community non-profit art organizations such as the Dayton Art Institute (DAI), Dayton Visual Arts Center (DVAC), Rosewood Arts Center, K-12 Gallery for Young People and Town & Country Fine Art Center. Students must spend 30 volunteer hours during the semester completing assigned tasks. Upon completion of these hours, students provide documentation of internship hours from the organization/artist and write a formal 3-page synopsis/anaylsis of their internship experience.

Through juried student art exhibitions, students are trained to exhibit their work responsibly including the use of recent, original and thoughtful artwork. Students share their valued artwork with the community in exhibitions and art fund-raising events both on- and off-campus. Benefactors of student service works include the American Red Cross, Dayton Aids Foundation’s Art Auction, Dayton Visual Arts Center (DVAC), K-12 Gallery for Young People and the Sinclair Foundation. Issues related to societal values, ethics and community may be found in many of the more mature works.

In preparation for class discussions, critiques and formal research papers/projects, students enrolled in studio- and lecture-based courses must demonstrate **Information Literacy** as they research historical/contemporary artists, current trends in art and art issues/ethics. Students must utilize effective research strategies, assess source quality and demonstrate an understanding of the effective use of information in response to the required assignment.

Students enrolled in studio- and lecture-based Art courses must demonstrate **Computer Literacy** through the effective use of electronic mail, internet, word processing and operating system software/data management skills applications.

1. **Evidence of student achievement in the learning outcomes for the program**

What evidence does the department/program have regarding students’ proficiency in the learning outcomes for the program? Based on this evidence, how well are students mastering and applying the learning outcomes? Based on the department’s self-study, are there any planned changes in program learning outcomes?

The **Associate of Arts, Art (A.A.)** degree is designed for students seeking a professional career in the visual arts. The Associate of Arts, Art (A.A.) degree provides a strong foundation of applied skills and knowledge necessary for further study leading to the Bachelor of Fine Arts (B.F.A.) or Bachelor of Arts (B.A.) degrees. The Associate of Arts, Art (A.A.) degree is also designed for students who do not intend to continue study toward the bacalaureate degree, but, rather, wish to produce and exhibit art professionally.

Whether in the studio or in the lecture hall, Art Department faculty place considerable emphasis on quality teaching and student engagement. Faculty encourage students to actively engage critical thinking skills to ensure the department's Program Learning Outcomes are successfully achieved.

Assessment - primarily in the form of portfolio review and skill testing exercises - serves as an integral component of the Art Department's studio course instruction. Faculty are dedicated to setting a high standard of expectation for students, working to assess their skills and using these assessments to guide students toward mastery of Course and Program Learning Outcomes. Studio courses emphasize one-on-one interactions between faculty and students. Observations of the Department's studio faculty in action clearly reveal the attention given to ensure students understand assignments and are adequately challenged to move to the next level of their development as artists.

During FY2012-13, success rates for course completion - in which students earned a grade of C or better - demonstrate student achievement of Program Learning Outcomes:

 **Program Learning**

 **Outcomes (See pg. 5)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Success Rate %** | **Course** | **Quarter** **or****Semester** | **Actual****%** | **A.A., Art** | **Photo****Tech** | **Basic Drawing** |
| 70-75% | ART 111, Art Drawing IART 132, Sculpture IIART 1110, Art Appreciation: Introduction to Art & Art MediaART 1162, Black & White Darkroom Photography IIART 1175, Computer Photography | QQSSS | 71%75%74%73%71% | 2, 3, 4 2, 3, 41 2, 3, 4  | 1, 21, 2 | 1, 2, 3 |
| 76-80% | ART 1102, 3-D Foundations | S | 80% | 2, 3, 4 |  |  |
| 81-85% | ART 101, Art Appreciation: Introduction to ArtART 1101, 2-D FoundationsART 1121, Beginning Painting IART 1141, Introduction to CeramicsART 1142, Intermediate CeramicsART 2231, Art History: Renaissance Through Contemporary Periods | QSSSSS | 84%82%88%84%82%84% | 12, 3, 42, 3, 42, 3, 42, 3, 41 |  | 2 |
| **Success Rate %** | **Course** | **Quarter** **or****Semester** | **Actual****%** | **A.A., Art** | **Photo****Tech** | **Basic Drawing** |
| 86-90% | ART 112, Art Drawing IIART 121, Painting IART 1112, Drawing IIART 2230, Art History: Ancient Through Medieval Periods | QQSS | 90%88%89%88% | 2, 3, 42, 3, 42, 3, 41 |  | 1, 2, 321, 2, 3 |
| 91-95% | ART 107, Beginning PhotoshopART 1122, Beginning Painting II | QS | 91%93% | 22, 3, 4 |  |  |
| 96-100% | ART 113, Art Drawing IIIART 122, Painting IIART 133, Sculpture IIIART 141, Ceramic Art IART 142, Ceramic Art IIART 143, Ceramic Art IIIART 1131, Introduction to Sculpture | QQQQQQS | 100%100%100%100%100%100%100% | 2, 3, 42, 3, 42, 3, 42, 3, 42, 3, 42, 3, 42, 3, 4 |  | 1, 2, 3 |

Course Success percentages at the College and Division levels for FY2012-13 are both 67%. The fact that many Art Department courses exceed a 67% success rate suggests students enrolled in Art courses are achieving in a manner that exceeds the success rates of both the College and Division. (Appendix X).

Historically, the department’s Art Appreciation course has served as one of the College’s “Top 45” enrollment courses. During FY2012-13, quarter-based ART 101, Art Appreciation – Introduction to Art reached an 84% course success rate with 198 students. However, during that same period, the new semester-based ART 1110, Art Appreciation – Introduction to Art & Art Media course reached a 74% success rate with 606 students. Although this represents a 10% drop in success, the rate remains 7% higher than the College and Division success rates of 67%.

During FY2011-12 and FY2012-13, quarter- and semester-based Art History survey courses remained consistent with mid- to upper-80% success rates.

During FY2012-13, quarter-based ART 121, Painting I and semester-based ART 1121, Painting I remained consistent with an 88% course success rate with 8 and 34 students respectively.

During FY2011-12, quarter-based ART 125, African Art showed a success rate of 69% with 107 students. During FY2012-13, semester-based ART 2238, African Art reached a high of 75% with 48 students.

During FY2011-12, quarter-based ART 161, Photography I reached a 71% success rate with 208 students. During FY2012-13, semester-based ART 1161, Black & White Darkroom Photography I success rates dropped to 62% with 116 students – a 9% decrease.

During FY2011-12, quarter-based online Art History courses showed success rates exceeding both College and Division success rates. Quarter-based ART 235, History of Photography showed a success rate of 74% with 215 students, ART 236, History of Women Artists showed a success rate of 71% with 143 students. During FY 2012-13, semester-based ART 2235, History of Photography showed a success rate of 65% - a 9% decrease. Semester-based ART 2236, History of Women Artists showed a success rate of 69% - a 2% decrease.

It is important to recognize the transition from quarters to semesters has impacted the department’s curriculum. Courses were combined, newly developed or deactivated and - in many cases - course content changed dramatically. As a result, further course revisions were inevitable as faculty evaluated what “worked” and what did not “work.” It seems reasonable to suggest, decreases in course success rates may simply reflect this curricular transition. Art Department faculty continue to evaluate and revise curriculum to ensure student success. Courses demonstrating decreases in success rates will be carefully monitored with the hope of improved success rates in future terms.

Students completing course work in the Art Department are encouraged to participate the annual juried student art exhibition. This juried exhibition allows students to demonstrate mastery of Program Learning Outcomes and gain important hands-on experience in the preparation and submission of their artwork for competive exhibitions. This process mirrors the requirements for professional juried exhibitions that students will experience as professional working artists.

As part of the ART 2295, Graduation Portfolio Development & Exhibition capstone course, students are required to participate in a formal Midterm Review Critiques in which they present their artwork to their peers and faculty in preparation for the graduation portfolio exhibition. Experience in this course allows students to demonstrate their mastery of Program Learning Outcome 3 in which they must use the critique process for presenting and developing fine art portfolios and exhibitions in a professional manner.

Data and direct observation of student presentations and the quality of their artwork suggest students are successfully mastering and applying Program Learning Outcomes. Based on the department’s self-study, faculty will continue to evaluate and assess curriculum as a means to ensure students continue to successfully master Program Learning Outcomes.

1. **Evidence of student demand for the program**

How has/is student demand for the program changing? Why? Should the department take steps to increase the demand? Decrease the demand? Eliminate the program? What is the likely future demand for this program and why?

**Interpretations & Analysis of Degree & Certificate Completion Trend Data**

Examination of trend data for Degree and Certificate Completion by academic year shows the Art Department's aggregate Degree and Certificate completions reached a high of 38 completers during AC2011-12. Prior years were consistent with overall Degree and Certification completions of 23 (AC2008-09), 24 (AC2009-10), 26 (AC2010-11). The increase in completion during AC2011-12 corresponds to the “push” to encourage students to complete Degree and Certificate programs prior to semester conversion. (Appendix XI).

AC2012-13 marks the transition to semesters. Not surprisingly, this academic year shows a decrease in completion from 38 to 13. While this marks a low point in the department’s overall completion rate, it is reasonable to conclude the dramatic decrease results from the department’s successful “push” to encourage students to complete Degree and Certificate programs prior to semester conversion.

A more detailed examination of completion for specific Degree and Certificate programs during AC2011-12 shows - of the 38 total completers - 16 students completed the **Associate of Arts, Art (A.A.)** degree, 4 students completed the ART.WSU.AA degree program for a total of 20 degree program completers. During the same academic year, 11 students completed the **Photographic Technology Short Term Certificate** program (PHOT.STC) and 7 students completed the **Basic Drawing Short Term Certificate** program (DRWG.STC). In contrast, AC2012-13 shows of the total of 13 completers, 4 students completed the ART.AA degree program, 1 student completed the ART.S.AA degree program, 6 students completed the Photographic Technology Short Term Certificate Program (PHOT.STC) and 1 student completed the Photographic Studies Short Term Certificate Program (PHOT.S.STC).

The Art Department provides “service” courses for all of the College’s A.A. and A.S. degrees. Art History and Art Appreciation courses serve as Ohio Transfer Module (OTM) Humanities electives.

Many students from Capital University, Central State University, University of Dayton, Wilberforce University, Wittenberg University and Wright State University also enroll in these courses to fulfill arts and humanities requirements at a much lower cost. With ART 1110, Art Appreciation - Introduction to Art & Art Media, ART 2235, History of Photography, ART 2236, History of Women Artists and ART 2238, African Art offered online, the Art Department provides this service to students both nationally and internationally.

**Associate of Arts, Art (A.A.)**

Following transition from quarters to semesters, the Art Department has worked to re-establish an articulation agreement with Wright State University. The department has also received requests to develop articulation agreements with the Art Academy of Cincinnati, Columbus College of Art & Design, The University of Cincinnati and The School of the Art Institute of Chicago. Articulation agreements ensure Sinclair's Associate of Arts, Art (A.A.) degree program graduates may transfer all credits to Bachelor of Fine Arts (B.F.A.) and Bachelor of Arts (B.A.) degree programs at a variety of institutions and enter with junior status. The establishment of articulation agreements with a greater variety of institutions may increase student demand for the Associate of Arts, Art (A.A.) degree program as students look for more cost-effective ways to complete 4-year degrees while obtaining a high quality education.

**Basic Drawing Short Term Certificate**

As trend data clearly show, the Basic Drawing Short Term Certificate has a strikingly low completion rate. With only 9 semester hours, this certificate program is limited to 3 courses. Students may initially pursue this short term certificate to gain basic proficiency in freehand drawing and, after completing those courses, decide to continue their studies and pursue the Associate of Arts, Art (A.A.) degree. While it may seem unneccessary to continue to offer a short term certificate program with such low demand, it should be noted the certificate is embedded within the Associate of Arts, Art (A.A.) degree program and, therefore, does not negatively impact budget or resource efficiency. In fact, the Basic Drawing Short Term Certificate may serve as an accessible gateway for students to enter their fine art studies and move into the Associate of Arts, Art (A.A.) degree program.

**Photographic Technology Short Term Certificate**

One very valuable aspect of the Photographic Technology Short Term Certificate is that it allows students to certify themselves and become fully prepared to operate their own photography studios. Unlike the Associate of Arts, Art (A.A.) degree program which is university parallel and designed for transfer to the four-year college/university or art schools, the certificate program is entrepreneurial by design and, therefore, a career-track program. Between AC2008-2009 and AC2012-2013, 77 students have completed the Photographic Technology Short Term Cerificate program. This data suggests student demand for this program exists and may potentially increase in future terms.

1. **Evidence of program quality from external sources (e.g., advisory committees, accrediting agencies, etc.)**

What evidence does the department have about evaluations or perceptions of department/program quality from sources outside the department? In addition to off-campus sources, include perceptions of quality by other departments/programs on campus where those departments are consumers of the instruction offered by the department.

**NASAD Accreditation**

NASAD accreditation provides strong evidence of department/program quality. For more than a decade, the Art Department has undergone rigorous self-studies and site visits in the process of successfully attaining accreditation and reaccreditation.

**Fine Art Student Exhibition**

The Art Department's annual Fine Art Student Exhibition is a competitive juried exhibition that serves as a showcase for the Art Department and honors the student body’s artistic achievements. This juried exhibition serves as an excellent means by which to assess the quality of student work through external evaluation conducted by a juror outside of Sinclair Community College. The external juror selects a limited number of artworks for exhibition from the large number of works submitted for consideration. The juror then judges the show awarding prizes for each category and Best of Show.

The Fine Art Student Exhibition is open to any student who has completed an art course during the previous year. A formal prospectus clearly stating the exhibition's rules/requirements is distributed to students during Spring Semester. (Appendix XII). Artwork must be original, properly presented and delivered to the Burnell R. Roberts Triangle Gallery on one of two published dates. Each student may submit 2 works of art in as many as 7 categories (Drawing - wet & dry media; Ceramic Arts; Collage; Painting - oil & acrylic; Photography - including Digital; Printmaking; Sculpture). Awards are presented to students at the formal Opening Reception & Awards Presentation.

Following the initial jurying process, a limited number of artworks from those selected for inclusion in the juried student exhibition are selected by a committee consisting of the Art Department Chair, faculty Co-Chairs of the Juried Student Exhibition, The Gallery Coordinator/Collections Curator, Mr. Burnell R. Roberts and a representative from Facilities Management for purchase and inclusion in the College’s permanent art collection. Burnell R. Roberts and Mauch Endowment Purchase Awards are announced during the Opening Reception & Awards Presentation. Burnell R. Roberts and Mauch Endowment Purchase Award funding acquires student artwork for the College's permanent collection. These works of art are displayed on campus and increases awareness of the high quality of the Art Department's student work.

The juried student exhibition serves as a positive learning experience for Art students. Faculty remind students that judging is a subjective process - what one juror rejects another may award Best of Show. The formal Opening Reception & Awards Presentation celebrates the accomplishments of all Art students who submitted work to the show - regardless of whether or not their artwork was accepted for exhibition or rejected by the juror. Student artwork sold during the show is assessed a low 15% commission fee. This practice familiarizes students with commission fees associated with the sale of artwork via professional juried exhibitions and art galleries. All funds generated by the sale of student artwork are placed in the Art Department's scholarship fund. All unsold work is returned to students at the exhibition’s conclusion.

**League for Innovation Student Art Competition**

Each year, the Art Department participates in the annual League for Innovation Student Art Competition. In preparation for participation in this national juried exhibition, Art Department faculty identify high quality examples of student artwork and then meet as a committee to review and discuss the select works of art. Following this meeting, a single faculty member serves as the juror for the Art Department’s submissions and selects five works for submission to the League for Innovation competition.

**Transfer Success**

Student transfer success also serves as external evidence of the high quality of the Art Department's curriculum and the work of its student body. Students who have completed the Associate of Arts, Art (A.A.) degree program or simply completed coursework to develop a portfolio for transfer have successfully transferred to four-year colleges/universities and art schools. NASAD accredited four-year colleges/universities and art schools actively recruit Sinclair Art students. Representatives from these institutions consistently remark on the high quality of student artwork and the high degree of preparedness demonstrated by Sinclair Art students who enter their programs. The School of the Art Institute of Chicago (SAIC) visits the campus each Spring to review student portfolios and provides a transfer scholarship for Sinclair Art students who matriculate.

1. **Evidence of the placement/transfer of graduates**

What evidence does the department/program have regarding the extent to which its students transfer to other institutions? How well do students from the department/program perform once they have transferred? What evidence does the department have regarding the rate of employment of its graduates? How well do the graduates perform once employed?

Regionally, the Art Department’s program is recognized for developing strong foundation skills and producing artists who regularly exhibit their work in the Dayton area. The Art Department Chair and faculty have developed good working relationships with area four-year institutions and maintain high quality standards in the university parallel program to ensure Associate of Arts, Art (A.A.) degree program graduates experience seamless transfer to these institutions.

The primary indicator of student achievement for the Art Department is transferability to four-year institutions. Graduates of the Associate of Arts, Art (A.A.) degree program successfully transfer to four-year colleges, universities and art schools with junior status. Students have successfully transferred to the following schools: Antioch College, Bowling Green State University, Cincinnati Art Academy, Clarion University (Pennsylvania), Columbus College of Art & Design, Herron School of Art & Design, Kent State University, Miami University, Northern Kentucky University, Ohio University, The Ohio State University, The School of the Art Institute of Chicago, University of Cincinnati, University of Dayton, and Wright State University.

As previously noted, an articulation agreement with Wright State University is currently pending final approval. This articulation agreement will further align the Art Department's Associate of Arts, Art (A.A.) degree program with Wright State University’s Bachelor of Fine Arts, Studio Art (B.F.A.) completion program. The department has also received requests to develop articulation agreements with the Art Academy of Cincinnati, Columbus College of Art & Design, The University of Cincinnati and The School of the Art Institute of Chicago. Articulation agreements are highly advantageous and ensure Sinclair's Associate of Arts, Art (A.A.) degree program graduates may transfer all credits to Bachelor of Fine Arts (B.F.A.) and Bachelor of Arts (B.A.) degree programs at a variety of institutions and enter with junior status.

Although formal articulation agreements have not been developed with Bowling Green State University, Kent State University, Ohio University, The Ohio State University, Northern Kentucky University, The University of Dayton, these universities have traditionally accepted Associate of Arts, Art (A.A.) degree graduates as juniors.

Associate of Arts, Art (A.A.) graduates are also working and exhibiting as fine artists. Many graduates are currently enrolled in Bachelor of Fine Arts (B.F.A.) and Master of Fine Arts (M.F.A.) degree studio programs as well as Bachelor of Arts (B.A.) degree programs in Art History and Art Education and Master of Arts (M.A.) degree programs in Art History and Art Education at institutions of higher learning. Some Associate of Arts, Art (A.A.) degree program graduates are now teaching at the college/university level.

Exhibition of artwork in competitive juried exhibitions serves as evidence of graduate performance. Sinclair Associate of Arts, Art (A.A.) graduates are regularly selected for inclusion in professional exhibition venues such as the Ohio Art Exposition, Ohio Art League, Dayton Visual Arts Center, Rosewood Gallery, TEJAS Gallery, Whitewater Valley Annual Art Competition and other professional venues.

1. **Evidence of the cost-effectiveness of the department/program**

How does the department/program characterize its cost-effectiveness? What would enhance the cost-effectiveness of the department/program? Are there considerations in the cost-effectiveness of the department/program that are unique to the discipline or its methods of instruction?

The Art Department continues to operate successfully on a lean budget. Since the last formal Department/Program Review during the 2006-2007 academic year, equipment, supplies and repairs/maintenance fees have steadily increased in cost while the Department’s budget allocation has remained flat or decreased. In an effort to provide good stewardship of departmental funds, the Chair and Administrative Assistant carefully monitor spending and apprise faculty and staff of budgetary concerns. With a focus on cost-effectiveness, the Chair, faculty and staff evaluate supply companies on a regular basis and purchase departmental supplies from companies offering reduced prices and/or free shipping.

**Clay**

The Art Department no longer purchases the bulk of the clay used in Ceramic Arts and Sculpture classes. Students enrolled in Ceramic Arts and Sculpture courses now purchase clay vouchers directly from the Bookstore for a nominal fee of less than $25 for a 50-pound box of clay. This procedural change saves the Art Department’s budget thousands of dollars in supply expenses each year. The department works collaboratively with the Bookstore to track clay usage as it compares to voucher sales. In addition to the use of new clay, the department also recycles used clay and makes it available for student use. This efficient use of materials creates tremendous budgetary savings.

**Online Course Offerings**

The Art Department currently offers the following courses as online options: ART 1110, Art Appreciation – Introduction to Art & Art Media, ART 2235, History of Photography, ART 2236, History of Women Artists, ART 2238, African Art. Classroom-based ART 2237, History of American Art is currently slated for online course development. The continued expansion of the Art Department’s online course offerings will enhance enrollment and efficiency. The department’s online courses maintain enrollment caps of 25 students per course section. Online courses do not require actual classroom space and therefore provide added efficiency by lowering demands on brick-and-mortar facilities.

**Printmaking**

Due to the unusually small size of the current Printmaking studio, Room 13-226, the Art Department has lobbied to increase Printmaking studio space. An increase in studio space would provide greater efficiency by allowing the department to enroll more students in its ART 2269, Introduction to Printmaking course and develop a second Printmaking course to create another emphasis within the Associate of Arts, Art (A.A.) degree program. The current Printmaking studio’s small size restricts enrollment safely to 8 students; however, in an effort to move closer to the department’s Average Class Size (ACS) of 18, the enrollment cap has been raised to accommodate 10 students. This increase is still well below the ACS target enrollment of 18 students. As an interim measure, the department has increased the enrollment cap from 10 to 15 students and will require students and faculty to utilize space in both the Printmaking studio, Room 13-226, and the Woodshop, Room 13-329. While certainly not an ideal situation in terms of instruction, utilizing the Woodshop will allow the ART 2269, Introduction to Printmaking enrollment cap to be raised from 10 to 15 students. Thus, moving closer to the ACS target enrollment cap and achieving a greater degree of cost-effectiveness.

**Photography Studio**

The Art Department’s ART 171, Studio Photography course had outgrown the small studio space located in the Photography Lab, Room 13-303. The Department Chair obtained permission from the Manager of Facilities Management and the Manager of Space Analysis to dismantle the Art Department’s small 10-computer PC Lab, Room 13-202, used to teach ART 107, Beginning Photoshop and ART 175, Computer Photography I. Due to the inefficiency of offering courses in this small PC Lab, The Chair had already collaborated with the Design Department Chair 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 allowing course enrollment to meet the department’s ACS standard of 18 students and reach greater cost efficiency.

The only course that continued to be taught in the PC Lab, Room 13-202, was ART 107, Beginning Photoshop. Typically 4 sections of ART 107 would be offered during a term. Each course section accommodated only 10 students with a total enrollment over four sections equaling 40 students. Four faculty were required to teach the four ART 107 course sections. In an effort to increase cost efficiency and move course enrollments to the ACS target, the Chair moved ART 107 courses to the Englewood Learning Center and Courseview Campus where each course section could accommodate 24 students, thus exceeding the target ACS.

The PC Lab, Room 13-202, was dismantled and the space converted to a formal Photography studio to support the ART 171, Studio Photography course. This re-purposing of space has proven to be extremely effective and has provided Studio Photography students with a professional environment in which to create formal photographs in a studio setting. The Photographic Technology Short Term Certificate is the department’s most successful certificate program and re-purposing Room 13-202 from a small inefficient PC Lab to a Photography studio more effectively supports students completing this certificate program and improves their hands-on learning experience as studio photographers.

**Section IV: Department/Program Status and Goals**

1. **List the department’s/program’s strengths, weaknesses and opportunities**

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|  | **ART DEPARTMENT/PROGRAM STRENGTHS** |
| 1. | NASAD accreditation confirms the high quality of the Art Department’s curriculum, instruction, student work and facilities/equipment. |
| 2. | Art Department faculty are student-focused and highly committed to quality instruction and student success. |
| 3. | 1. Faculty are all well-trained professionals with active exhibition and publication records. All tenured/tenure track studio faculty hold terminal M.F.A. degrees. Art History faculty hold M.A. or related degrees. Tenured/tenure track faculty are committed to student-centered learning. They develop and revise learning activities that promote active learning and critical thinking skills. (Appendix V)
 |
| 4. | Adjunct faculty are high caliber, dedicated individuals who demonstrate a commitment to student-centered learning. Most hold M.F.A. or M.A. degrees and have specialized expertise in their disciplines. (Appendix V) |
| 5. | Increased wages and benefits provided to adjunct faculty have improved the Art Department’s recruitment of qualified faculty to teach studio and lecture courses. |
| 6. | Evening, weekend and summer course offerings meet the needs of the college’s diverse student population. |
| 7. | Sinclair’s affordable low-cost tuition attracts a diverse student body. |
| 8. | The Art Department maintains strong overall enrollment in its classes. |
| 9. | The Art Department operates within its allocated budget. |
| 10. | Four professional gallery spaces located in Building 13 maintain regular exhibition schedules and provide the college community and the general public with visual stimulation and inspiration. |
| 11. | A permanent collection of art (African, Native-American, Alix French Collection and Student Purchase Awards) exhibited throughout the Downtown, Courseview Campus and Learning Center campuses makes Sinclair a valuable art resource for the College and the general public. |
| 12. | Close proximity to the Dayton Art Institute (DAI), Dayton Visual Arts Center (DVAC), K-12 Gallery for Young People and TEJAS Gallery provide visual resources and strong internship opportunities for Art students. |

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|  | **ART DEPARTMENT/PROGRAM WEAKNESSES** |
| 1. | Sinclair’s open enrollment policy draws many students who require remediation. |
| 2. | Mathematics as a stumbling block for Art majors. |
| 3. | The Art Department's Printmaking studio space is dramatically undersized and cannot accommodate the ACS target enrollment of 18 students. Students who register for Printmaking courses often feel frustrated as they attempt to work safely and effectively in the crowded studio space. The undersized studio space negatively impacts enrollment, efficiency and student retention. If additional studio space were allocated the Art Department could increase enrollment and better serve Art students and prepare them for transfer to four-year colleges/universities and art schools.  |
| 4. | The Photography lab’s 31 negative enlargers were new when Building 13 opened in the early 1990s. Although repairs have been made over the years, the enlarger heads have reached the end of their life-cycle and must be replaced to ensure the department’s Black & White Darkroom Photography courses may continue to be offered and the department continues to meet NASAD accreditation standards. A Capital Budget request has been submitted. |
| 5. | Technology concerns regarding online courses and the impending conversion to a new Learning Management System (LMS). |
| 6. | Ensuring faculty understand the inherent difference between online and face-to-face classroom instruction. |
| 7. | Improved feedback mechanisms for select populations, i.e. high school students. |

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|  | **ART DEPARTMENT/PROGRAM OPPORTUNITIES** |
| 1. | Continue to emphasize NASAD accreditation to increase recognition of the Art Department’s strong curriculum and facilities as a means to increase recruitment and attract more high school students to the program |
| 2. | Develop new online courses and expand current online course offerings. |
| 3. | Continue to offer both Art History survey courses each semester during the academic year and summer term to allow a greater number of resident students and students from other institutions to complete the course sequence in a more efficient manner |
| 4. | Improve promotion of the Art Department locally and regionally. |
| 5. | The Building 13 Art Galleries currently focus on presenting the work of emerging professional artists; however, the potential exists to expand the exhibition program to include museum-quality traveling exhibitions of internationally known artists as part of its regular exhibition schedule. |

1. **Describe the status of the department’s/program’s work on any issues or recommendations that surfaced in the last department review.**

All recommendations that surfaced were addressed/resolved. (Appendix XIII).

1. **Based on feedback from environmental scans, community needs assessment, advisory committees, accrediting agencies, Student Services, and other sources external to the department, how well is the department responding to the (1) current and (2) emerging needs of the community? The college?**

The Art program maintains an excellent reputation regionally for developing strong foundation skills in art and producing exhibiting artists in the Dayton area. The faculty and Chair have developed good working relationships with area four-year institutions and actively maintain high standards in the department’s university parallel program to ensure seamless transfer for students.

Throughout the year, the Art Department enhances student learning and enriches the Miami Valley’s cultural landscape by hosting formal exhibitions in the Building 13 Art Galleries featuring the work of professional artists, students and faculty. The Building 13 Art Galleries promote the development of professional and student artists and serve as an important educational resource for the entire community. Gallery exhibitions are often featured in articles appearing in local newspapers.

The mission of the Building 13 Art Galleries is to advocate and encourage the practice and appreciation of various forms of media and artistic expression that are open to the contemporary artist and viewer. Criteria for exhibition include the embodiment of formal artistic concepts, innovative approaches and professional presentation. The Building 13 Art Galleries aim to present students and the greater community with a variety of art styles and concepts.

Expanded evening, weekend and summer course offerings demonstrate the Art Department's response to student needs.

Recognizing art's intrinsic value in the lives of a diverse community population, the Art Department offers an array of continuing education opportunities for students seeking personal enrichment in Ceramic Arts, Drawing, Painting, Photography, Printmaking, Sculpture, Art History and Art Appreciation. The Art Department also provides community outreach to area senior citizens by providing art enrichment courses at 11 off-campus sites in support of Sinclair’s College for Lifelong Learning.

1. **List noteworthy innovations in instruction, curriculum and student learning over the last five years**

**Photographic Technology Short Term Certificate**

In an attempt to provide greater options for students completing Mathematics courses as part of the requirements for the Photographic Technology Short Term Certificate, the Art Department added the new MAT 1145, Quantitative Literacy course as an option. Prior to this addition, MAT 1120, Business Math and MAT 1440, Excursions in Mathematics were the only Mathematics options for students completing this certificate program.

**ART 1101, 2-D Foundations & ART 1102, 3-D Foundations**

Prior to semester conversion, the Art Department’s curriculum did not include formal 2-D and 3-D Foundations courses as typically offered at four-year colleges/universities. Content associated with Foundations was included in the department’s ART 111, Art Drawing I, ART 108, Design Basics: Color, ART 109, Elements of Composition and ART 131, Sculpture I courses.

While addressing necessary content, faculty determined it would be more beneficial for students to focus solely on 2-D and 3-D Foundations in specialized courses rather than continuing to include Foundations instruction in the discipline-specific courses. To this end, faculty developed ART 1101, 2-D Foundations and ART 1102, 3-D Foundations courses. This change allows students to learn fundamental concepts regarding 2-D and 3-D art prior to enrolling in introductory Drawing and Sculpture courses. Students now enter Drawing I and Sculpture I with a strong foundation in 2-D and 3-D concepts and are more prepared to move to the next level of achievement as artists.

**ART 1110, Art Appreciation – Introduction to Art & Art Media**

Prior to semester conversion, the Art Department’s curriculum included two Art Appreciation courses – ART 101, Art Appreciation – Introduction to Art and ART 102, Art Appreciation – Art Media. To create greater efficiency in content delivery, ART 101 and ART 102 were combined to create ART 1110, Art Appreciation – Introduction to Art & Art Media. ART 102 was officially deactivated via the Course Management Tool (CMT).

A popular novel, *Bluebeard*, by Kurt Vonnegut, has been added as required reading for all classroom-based ART 1110 courses. Studies indicate this practice encourages students to read and apply their knowledge of course content more broadly.

**ART 2237, History of American Art**

History of American Art has become a popular classroom-based Art History course option that examines American Art from earliest Native American Art to art of the present day, placed within the larger historical context. Many years ago, faculty determined this Ohio Transfer Module (OTM) course should be developed as an online course option to reach a greater number of students. After requesting approval to develop ART 2237 as an online course option, approval for development was finally granted in 2013.

**ART 1161, Black & White Darkroom Photography I & ART 1162, Black & White Darkroom Photography II**

Faculty member, Richard Jurus, developed and administers a Photography Skills assessment tool to students entering ART 1162, Black & White Darkroom Photography II. (Appendix XIV). This assessment tool allows students to demonstrate their understanding of requisite photographic skills and terminology they should have attained as a result of their ART 1161, Black & White Darkroom Photography I studies. In addition, students entering ART 1162 must also present their final ART 1161 photography portfolio for review to allow the faculty member to assess the mastery of photographic composition, printing and formal presentation achieved by each student.

**ART 2269, Introduction to Printmaking**

In an attempt to make Printmaking more accessible for students, prerequisites for ART 2269 were expanded from ART 1111, Drawing I to include ART 1161, Black & White Darkroom Photography I; VIS 1100, Design Basics; VIS 1110, Design Drawing; VIS 1140, Design Processes I.

**ART 2295, Graduation Portfolio Development & Exhibition**

In response to semester conversion, faculty member, Bridgette Bogle, and Gallery Coordinator/Collections Curator, Pat McClelland, re-developed quarter-based ART 195, Portfolio Development in Fine Arts and ART 295, Pre-graduation Exhibition to create the new ART 2295, Graduation Portfolio Development & Exhibition capstone course. The course now requires students to participate in Midterm Review Critiques in addition to a Final Evaluation Presentation made by each student to their faculty advisor, course faculty, Bridgette Bogle and Pat McClelland and Department Chair, Kelly Joslin. During the Midterm Review Critiques, students formally present digital examples of the work they plan to exhibit in the final graduation exhibition and dicuss the motivating concepts underlying their work. Presentations are made before the students enrolled in ART 2295 and Art Department faculty.

1. **What are the department’s/program’s goals and rationale for expanding and improving student learning, including new courses, programs, delivery formats and locations?**

**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.

**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.

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.

1. **What are the department’s goals and rationale for reallocating resources? Discontinuing courses?**

The following low enrollment quarter-based courses were deactivated via the Course Management Tool (CMT) to further streamline the curriculum: ART 106, Fine Art Sampler; ART 136, Introduction to Virtual Sculpture; ART 146, Video Production; ART 151, Art as Therapy I; ART 164, Photo Restoration

1. **What resources and other assistance are needed to accomplish the department’s/program’s goals?**

**Studio Space** - The undersized Printmaking studio serves as one of the Art Department’s most pressing space-related issues. If additional studio space is allocated, the Art Department can increase enrollment, better serve Art students and better prepare them for transfer to four-year colleges/universities and art schools.

**Equipment** – Because Black & White Darkroom Photography courses serve as the foundation of the Photographic Technology Short Term Certificate Program and a requirement for the Associate of Arts, Art (A.A.) degree program, it is critical that the Art Department replace the enlarger heads for the negative enlargers. Of the 31 negative enlargers located in the Photography Lab, only 14 negative enlargers are currently operational. In response, enrollment caps for Photography courses have been reduced from 24 to 20 to students per course section. By replacing the necessary equipment, the Art Department may continue to offer high quality Black & White Darkroom Photography courses, raise the enrollment cap to 24 students per course section and continue to meet NASAD accreditation standards.

**Data** - Concrete evidence of high school students' interest would help the Department more effectively target marketing and outreach efforts.

**Section V: Appendices: Supporting Documentation**