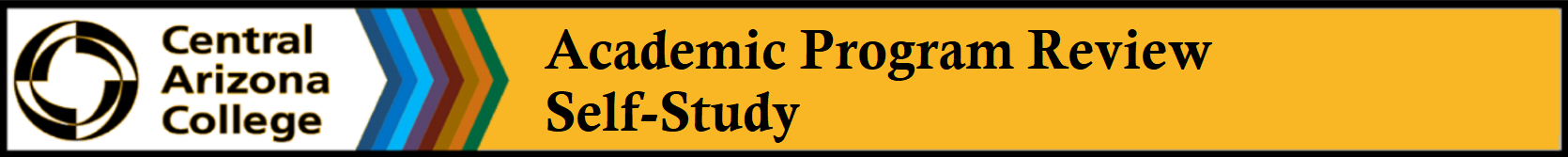
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| **2022 Self-Study Report**  **Fine Arts** | | | | | | | | | | | | | | | | | |
| **Instructions**: The following pages will guide your submission of your Academic Program Review Self-Study. Please type your responses directly into the document. The completed self-study instrument and all attachments must be submitted to the Academic Program Review Coordinator and your Academic Dean by **September 22, 2022.**  **March 3,** **2022 September 22,** **2022 October 25,** **2022**  **Nov-Dec 2022 Every Fall from 2023-2026** | | | | | | | | | | | | | | | | | |
| **Program Under Review** | | | | | | | | | | | | | | | | | |
| **Degree: Fine Arts AA**  **Certificates:**  None | | **If the program has gone through accreditation in the past year, the information from the accreditation packet can be inserted into the corresponding areas on the self-study.** | | | **Contact Information for lead on**  **Self-Study**  **Name: Sarah McLaughlin**  **Campus: SPC/Virtual**  **Phone: 480-209-4398/520-494-5084**  **Email: sarah.mclaughlin@centralaz.edu**  **Date of APR Completion:** | | | | | | | | | **Peer Reviewers** | | | |
| 1. **Mary Kieser** – Reading and English Faculty, APR and Assessment Coordinator 2. **Ming Li –** Math Faculty 3. **Andres Gonzalez** – CIS Faculty | | | |
| **I. Program Description, Mission, Vision, & Equity Statement** | | | | | | | | | | | | | | | | | | |
| **1. What is the description of the program as stated in the current CAC catalog:** (Should contain: description, program certifications, accreditations, awards, and skills attained.)  The Fine Arts AA Degree prepares students to transfer to a university BA, BFA, or Bachelor of Teaching in Fine Arts degree programs. Students may select Art Emphasis or Music Emphasis. Those planning to continue, at the university level, may benefit by taking additional foreign language courses to apply for a future degree. | | | | | | | **Does the program description provide the following information? a) A synopsis of the program and curricular outcomes.** | | | | | | | | **Peer Review Comments:**  **The description is clear. You might add an additional statement as to Why this learning will matter to students? How will the course help students develop as scholars, learners, and future professionals? For example: “Students who earn this degree will be prepared to for careers in the arts such as a commercial arts gallery manager, a community arts worker, an exhibition designer, an artist, a higher education lecturer, an art therapist, a stylist, or secondary teacher.”** | | | |
| Exemplary  3 | | | Adequate 2 | Opportunity for Improvement 1 | | | |
| **Program certifications, accreditations, and awards.** | | | | | | | |
| Exemplary  3 | | | Adequate2 | Opportunity for Improvement 1 | | | |
| **The skills that graduate from the program will attain.** | | | | | | | |
| Exemplary  3 | | | Adequate2 | Opportunity for Improvement 1 | | | |
| **2. Does your program have a mission and/or a vision statement? If it does, please write them below and indicate where they appear.**  The Fine Arts AA Degree prepares students to transfer to a university B.A., B.F.A. or Bachelors of Teaching in the Arts degree program. Those seeking Art History or Museum Studies as majors may need additional foreign language courses.  Appears on the CAC Website, and Fine Arts Program marketing literature. | | | | | | | **Does the program have a mission and/or a vision statement? If so, are the program’s mission or vision statements clear and reflective of the program?** | | | | | | | | **Here is a sample mission statement: You might just add the primary purpose and primary functions of the program. For example – here is a mission statement for a Biology Program: “**The Mission of the Biology B.S. degree program is to  Prepare students for employment in various biology-related areas  and/or for the pursuit of advanced degrees in biology or health-related professional schools by educating them  in the fundamental concepts, knowledge, and laboratory/field  techniques and skills of the life sciences.” | | | |
| Exemplary 3 | | | Adequate2 | Opportunity for Improvement 1 | | | |
| **3. Describe how the program’s description, mission and/or vision aligns with the College’s Mission and Vision:**  **CAC Vision and Mission Statements:**  **Vision:**  Central Arizona’s premier choice in education and career excellence.  **Mission:**  Central Arizona College serves as a TRUE Learning community by empowering our students and staff to succeed.  **Teaching. Reaching. Understanding. Empowering. Learning.**  **The Fine Arts Program Description and Mission Statements align with the college’s mission and vision in the following ways:**  The Visual, Fine & Performing Arts Department at Central Arizona College offers an Associates of Arts in Fine Art. The program in studio art offers a robust variety of art and art history classes and prepares students for transfer to university level and professional work. Central Arizona College goes beyond the fundamentals of art education by offering a wide assortment of courses including ceramics, two- and three-dimensional design, painting, metal work, and jewelry design. Most of the courses offered in the Studio Arts department fulfill AGEC requirements and transfer to all Arizona Universities. Our faculty includes several nationally recognized artists.  The Fine Arts A.A. degree helps students lay a foundation of required skills, knowledge, attitudes, and behaviors that will aid them in moving on to achieving their B.A., B.F.A. or a Bachelor of Teaching in the Arts degree program. Once you have graduated with your degree you will be well prepared to enter the workforce equipped with the knowledge and skills necessary for a variety of job opportunities. You may find yourself working as a commercial arts gallery manager, community arts worker, exhibition designer, a fine artist, higher education lecturer, art therapist, stylist, or secondary teacher, to name a few.  The Fine Arts Department welcomes all learners. We seek to allow all students to have opportunities for student-centered learning, which can be characterized as learning designed to honor each student’s unique gifts and needs.  Inclusion of all students, families, staff, and community members, is of the utmost importance. We are continually trying to **t**ransform systems that contribute to inequities and create relationships that are intentional and reciprocal.  \*The Fine Arts Program provides “a robust variety of art and art history classes. . . and goes beyond the fundamentals of art education by offering a wide assortment of courses”  CAC Vision: “premier choice in education and career excellence”  \*The Fine Arts Program prepares students for transfer to university level and professional work.  CAC Mission: “…empowering our students and staff to succeed.” | | | | | | | **Is the program aligned with the college’s mission, vision, and strategic goals?** | | | | | | | | **The program’s mission and/or vision, Teaching, Reaching, Understanding, Empowering, and Learning, aligns with the College’s Mission and Vision. This section was addressed well.** | | | |
| Exemplary 3 | | | Adequate2 | Opportunity for Improvement 1 | | | |
| **4. Equity Statement and Evidence:** What efforts have been made to make the program more equitable? [**(Resources here)**](https://www.insidehighered.com/blogs/higher-ed-gamma/how-stand-equity-higher-education) Educational equity means that each student receives what they need to develop to their full academic and social potential. My department enacts these things through diverse ways:1.We strive to Ensure equally high outcomes for all participants in our courses by removing the predictability of success or failures that currently correlates with any social or cultural factor.2.Interrupting inequitable practices, examining biases, and creating inclusive multicultural school environments for all.3. Discovering and encouraging unique gifts, talents, and interests that every human possesses.  4. Create relationships with all students that are intentional and Reciprocal.  5. We push one another in our department to live up to ideals of merit, diversity, inclusivity, and opportunity.  6. We teach our history courses to include a wide variety of artists including different races, cultures, and regions of the world. We do not limit art historical education to one section of the globe or exclude any race, religion, or creed.  7. In the most recent review of the Fine Arts AA Curriculum plan we weeded -out unnecessary courses and unnecessary requirements.  8. In the past few years I have focused my feedback to students to become prompter and more personalized, to each individual student. | | | | | | |  | | | | | | | | **The department has put in a great effort and consideration to make the program more equitable.** | | | |
| Exemplary3 | | | Adequate2 | Opportunity for Improvement 1 | | | |
| **II. Program Curriculum:** | | | | | | | | | | | | | | | | | | |
| **1. When reviewing the curriculum for the certificate and/or degree, are there any courses that need to be added, deleted, or modified?**  No. We have recently updated the program within the last year. It will go into effect Fall 2022  In our most recent update we combined the Fine Arts AA degree to have 2 paths- Studio Arts Emphasis or the Music Emphasis. Prior to this update the Music Department did not have a degree in place. | | | | | | | **Was any information given as to possible revisions to the course description, articulation, additions, revisions, or deletions anticipated?** | | | | | | | | | **Peer Review Feedback:**  **This program has done an exemplary job of re-evaluating their program and breaking it into two separate degree programs to better align to two separate pathways and updating the courses.** | | |
| Exemplary  3 | | | Adequate  2 | | Opportunity for Improvement 1 | | | |
| **III. Program Outcomes and Assessment** | | | | | | | | | | | | | | | | | | |
| **1. What are the Program Learning Outcomes (PLOs) for the program degree or certificate as currently indicated in ACRES? If this program contains multiple degrees and/or certificates, the learning outcomes should be provided for each one.**  1. (Evaluation Level) Evaluate music or art as evolving forms with aesthetic values and meaning and defend the concept of music or art as a universal language with organization and structure. 2. (Application Level) Apply knowledge of traditional history and of the cultural diversity and heritage in the arts to new situations. 3. (Synthesis Level) Referencing art or music from prehistoric times to the present, identify important artwork of the world when presented with visual or aural reproductions. (CSLO 2) 4. (Synthesis Level) Describe a work of art by evaluating its formal properties in a written essay or group discussion. (CSLO 2,4) 5. (Application Level) Demonstrate recognition of the components of composition in art or music. 6. (Evaluation Level) Describe a work of art by evaluating its formal properties in a written essay or group discussion (CSLO 1,2,3,4) OR perform a solo in recital on a primary instrument or voice part. 7. (Synthesis Level) Compose a portfolio of original designs using principles of color theory and use classical shading theory in a drawing OR perform music and accompany other musicians in a variety of genres on the piano. | | | | | | | **Are the Program Learning Outcomes (PLOs) for the program provided and are they relevant to the program’s goals?** | | | | | | | | | **Peer Review Feedback:**  **The program learning outcomes #1, #3, #5 #6 and #7 include both music and art outcomes. We were curious since it has recently been divided into two separate programs –(music and art), do they need to be revised so that they reflect only art and not music?** | | |
| Exemplary 3 | | | Adequate 2 | | Opportunity for Improvement 1 | | | |
| **2. Are the outcomes from your program determined or influenced by any external organization, agency, or accreditor? If so, please explain. Are there any available accreditations which the program does not have, but may benefit from seeking?**  Things in the art world are continually changing, which guides and steers our curriculum development to ensure our program learning outcomes mirror the landscape of the modern art world. While there are no external certifications that govern our program, the art world changes drastically on a regular basis. Paying attention to the trends and every changing landscape demands new solutions to new problems. We recently concluded a curriculum review of the Fine Arts program degrees and certificates for the Fall 2022 academic year and made a few changes to better reflect the demands that will be put on new artists in the work force including the opportunity for students to learn about Graphic design. This is one example of how our program aligns with our learning outcomes to meet the needs of the workforce in this industry.  The Studio Art Department has connections with Casa Grande Art Association. They have aided us in the past with connecting with community members, getting out info about course availability and aided us with the Annual Empty Bowls Event.  **Some job opportunities after leaving CAC include:**  **Art Education**  **Art Therapy**  **Independent Artist**  **Artist overseeing production of molds and slips for ceramic company.**  **Freelance Illustration Artist for books, magazines, newspapers, etc.**  **Commercial arts gallery manager**  **Community arts worker**  **Exhibition designer**  **Higher education lecturer**  **Stylist**  **Landscape Architect**  **Architect**  **Theater set designer** | | | | | | | **Are any of the program outcomes determined or influenced by any external organization, agency or accreditor identified and explained? If not, mark not applicable. (NA)** | | | | | | | | | **It is great that the Studio Art Department has made a connection with Casa Grande Art Association and that the curriculum is reflective of current trends, workforce needs and changes in the art world.** | | |
| Exemplary  3 | | | Adequate  2 | | Opportunity for Improvement 1 | | | |
| **3. Assessment Results: Use this Assessment Reporting Form to share your assessment results. Attach assessment data or rubrics as an appendix.** [**(Click on this link to access the Assessment Reporting Form**](https://centralaz.sharepoint.com/:w:/s/ProgramAssessment/EdPNacu0CZVHovpy0WH9f38BEerI6j5beye_WEIA6eQhSg?e=nvtpyh) | | | | | | | **The information in the Assessment Reporting Form should answer the following questions** | | | | | | | | | **Excellent job on the Assessment Reporting Form.** | | |
| **A. What PLOs and/or MSLOs and CSLOs did you assess this year?**  **ART107.MSLO.02**: (Application Level-) Name and illustrate in a drawing at least five parts of the classical shading theory. (CSLO 2,3,4)  **ART107.MSLO.03**: (Evaluation Level) Independently observe and interpret the local value of observed objects in a drawing. (CSLO 2,3,4)  **ART107.MSLO.04**: (Synthesis Level) Create a drawing from observation of actual objects depicting three-dimensional space on a two-dimensional surface. (CSLO 2,3,4)  **ART107.MSLO.05**: (Synthesis Level) Incorporate the principles of design into the composition of a drawing of observed objects. (CSLO 2,3,4)  **ART107.MSLO.06**: (Evaluation Level) Present a portfolio of selected original drawings exhibiting convincing representation of observed objects, correct application of perspective and shading theories, and independent use of design principles. (CSLO 1,2,3,4)  **CAC.CSLO.01\_Cultural and Civic Engagement**: Cultural and Civic Engagement. Participate in diverse environments while demonstrating global citizenship and social consciousness.  **CAC.CSLO.02\_Integrative Knowledge** CAC.CSLO.02: Integrative Knowledge. Identify, comprehend, apply, and synthesize facts, concepts, theories, and practices across broad and specialized knowledge areas.  **CAC.CSLO.03\_Personal and Professional Skills** CAC.CSLO.03: Personal and Professional Skills. Demonstrate skills which enhance personal and professional development.  **CAC.CSLO.04\_Reasoning Skills** CAC.CSLO.04: Reasoning Skills. Inquire and analyze to solve problems, draw logical conclusions, or create innovative ideas. | | | | | | | **Are the PLO’s or MSLOs that were assessed identified and the department/program strategies for assessing learning outcomes described and information provided on how assessment results are collected, analyzed, and discussed?** | | | | | | | | |  | | |
| Exemplary  3 | | | Adequate  2 | | Opportunity for Improvement 1 | | | |
| **B. Describe the assessment method used and criteria for successful achievement of student learning outcomes. (e.g., rubrics, licensing exam, internship, portfolio, exam, research paper, performance exam, EAC, etc.)**  **https://blackboard.centralaz.edu/webapps/ea-eacvis-BB5c142368ce1ed/UI2/EacHome.html**  \*See the Assessment Reporting Forms – Baseline and Follow-Up and the data from the assessments by clicking on the link above.  Rubric: Measuring Composition, Light Source, Shading, and Accuracy/Effort of a particular assignment.  Composition: 89%  Light Source 87%  Shading 86%  Accuracy/Effort 86%  Other forms of assessment include Exams, Critiques, Research papers, Oral Presentations | | | | | | | **Was the assessment method and criteria identified?** | | | | | | | | |  | | |
| Exemplary  3 | | | Adequate 2 | | Opportunity for Improvement 1 | | | |
| **c. How many students were proficient in the PLOs OR MSLOs and CSLOs and how many were not? What was determined to be proficient? (i.e., 70% = proficient)**  **https://blackboard.centralaz.edu/webapps/ea-eacvis-BB5c142368ce1ed/UI2/EacHome.html**  Shading - 86%  Composition- 89%  Light Source- 87%  Accuracy/Effort- 86% | | | | | | | **Was data provided on assessment results on how many students were proficient?** | | | | | | | | |  | | |
| Exemplary  3 | | | Adequate 2 | | Opportunity for Improvement 1 | | | |
| **D. What changes/improvements were made or will be made in response to the outcomes of the assessment process?**  Overall, the assessment results measuring student proficiency of Program Learning Outcomes based on the data collected from this grading rubric are favorable and indicate that no less than 86% of all participating students are demonstrating comprehension and proficiency of all MSLOs, PLOs, and CSLOs that are being assessed.   * One strategy to further improve student proficiency would be to run a report to identify the specific questions most commonly not reaching proficiency on the rubric, and reinforce these topic areas further within class, or provide students with alternative methods for assessing these areas or reworking the demonstration themselves if it is deemed those parts of the assignment may be a source of confusion. * Another strategy would be to update the rubric to be more defined. * We could also include examples of past student work that falls below, meets, and exceeds expectations. * And include more specific demos: I Demonstrated ways to improve blending and tips/tricks to blend with varied materials. I also did a step-by-step demo to talk about light sources- natural light vs direct light sources (like lamps). | | | | | | | I**s an explanation provided on how MSLO and CSLO assessment results have facilitated changes/improvements to the outcomes of the assessment process?** | | | | | | | | | **Excellent job closing the loop of assessment by using the results from the Baseline Assessment Report to refine the rubric and enhance instruction.** | | |
| Exemplary 3 | | | Adequate 2 | | Opportunity for Improvement 1 | | | |
| **IV. Program Graduates** | | | | | | | | | | | | | | | | | | |
| **1. Discuss how the program supports current or future needs for the job market in Pinal County, the state of Arizona, and/or the United States.**  The Fine Arts A.A. degree helps students lay a foundation of required skills, knowledge, attitudes, and behaviors that will aid them in moving on to achieving their B.A., B.F.A. or a Bachelor of Teaching in the Arts degree program. Once you have graduated with your degree you will be well prepared to enter the workforce equipped with the knowledge and skills necessary for a variety of job opportunities. You may find yourself working as a commercial arts gallery manager, community arts worker, exhibition designer, a fine artist, higher education lecturer, art therapist, stylist, or secondary teacher, to name a few.  **A few examples of companies currently seeking artists in the Casa Grande area include:** **\*Entertainment Production Staff: General Labor / Stagehands- job post** [Rhino Staging](https://www.indeed.com/cmp/Rhino-Staging?campaignid=mobvjcmp&from=mobviewjob&tk=1gak78r9bj22r800&fromjk=dfa53216e82e3e0b)  Casa Grande, AZ 85130  $17 an hour **\*Tattoo Artist- job post**[Pillar Tattoo](https://www.indeed.com/cmp/Pillar-Tattoo?campaignid=mobvjcmp&from=mobviewjob&tk=1gak7moihhsn7800&fromjk=451be809251e364c)Casa Grande, AZ 85122 Full-time, Part-time  **\*Education Specialist - Art & Design- McCartney (New)-job post**  [Casa Grande Elementary School District](https://www.indeed.com/cmp/Casa-Grande-Elementary-School-District?campaignid=mobvjcmp&from=mobviewjob&tk=1gak7ntfn242j000&fromjk=0374b42ac4ddaeca)  Casa Grande, AZ 85122  Full-time  $29.9K - $37.9K a year  **A few examples of companies currently seeking artists in the phoenix area include:** **\*Sr. Brand Designer- job post** [Bestway USA, Inc.](https://www.indeed.com/cmp/Bestway-Usa,-Inc.?campaignid=mobvjcmp&from=mobviewjob&tk=1gak7u773glom800&fromjk=418c3cd9db1679cd)  [9 reviews](https://www.indeed.com/cmp/Bestway-Usa,-Inc./reviews?campaignid=mobvjcmp&cmpratingc=mobviewjob&from=mobviewjob&tk=1gak7u773glom800&fromjk=418c3cd9db1679cd&jt=Sr.+Brand+Designer)  Chandler, AZ 85286  $68,000 - $72,000 a year - Full-time **Art Coordinator- job post** [Lisa Frank Inc](https://www.indeed.com/cmp/Lisa-Frank?campaignid=mobvjcmp&from=mobviewjob&tk=1gamriu3fk24j800&fromjk=22929780af8084df)  [8 reviews](https://www.indeed.com/cmp/Lisa-Frank/reviews?campaignid=mobvjcmp&cmpratingc=mobviewjob&from=mobviewjob&tk=1gamriu3fk24j800&fromjk=22929780af8084df&jt=Art+Coordinator)  Phoenix, AZ  $14 - $18 an hour - Full-time **Art Enrichment Teachers (Dance, Visual Arts, Dramatic Arts, etc)- job post** [FHMD](https://www.indeed.com/cmp/Fhmd-1?campaignid=mobvjcmp&from=mobviewjob&tk=1gamrk0ijjfmi801&fromjk=270ff7290c49f99d)  Phoenix, AZ  $40 - $60 an hour - Contract   |  | | --- | | [**Interior Designer - Contract**](https://www.indeed.com/company/Havenly/jobs/Interior-Designer-5aa37adec0db7433?fccid=eab3b05f0d9d9c8d&vjs=3) new  [Havenly](https://www.indeed.com/cmp/Havenly)[**1.7**](https://www.indeed.com/cmp/Havenly/reviews)  Remote in Phoenix, AZ  *Estimated $43.5K - $55.1K a year*  **Part-time**+1 | |  | |  | | [**Concept Artist (contract)**](https://www.indeed.com/rc/clk?jk=02b7c9660bf3d815&fccid=86369f5fa22779d3&vjs=3) E-Line Media  Remote in Phoenix, AZ 85018  *Estimated $47.5K - $60.1K a year*  **Contract** | |  | |  |   **A few examples of companies currently seeking artists across the country:**  Art Department Gallery Aide WS  Linn-Benton Community College  Albany, OR  via The Chronicle Of Higher Education Jobs  Art Director, Digital  CapTech Consulting  Raleigh, NC  via WWLP Jobs | | | | | | | **Was information given on how the program supports current or future needs for the job market in Pinal County, the state and/or the United States?** | | | | | | | | | **Peer Review Feedback:**  **Great!** | | |
| Exemplary 3 | | | Adequate 2 | | Opportunity for Improvement 1 | | | |
| **2. For degree programs, identify any specific in-state baccalaureate programs into which this program is particularly suited for transfer.**  **ASU- BFA in the following:**  Art Education  Ceramics  Drawing  Intermedia  Painting and Drawing  Painting  Printmaking  Sculpture  Textiles  **ASU BA in the following:**  Art (Art Studies)  Art History  Museum Studies  Fashion  **NAU degrees in the following:**   * [Bachelor of Fine Arts](https://nau.edu/art/undergraduate-degrees/bachelor-fine-arts/) * [Bachelor of Science in Interior Design](https://nau.edu/art/undergraduate-degrees/bachelor-science-interior-design/) * [Bachelor of Science in Art Education](https://nau.edu/art/undergraduate-degrees/bs-art-education/)   **U of A BFA in the following:**   * Art & Visual Culture Education (Emphasis: Teaching or Community Museums) * Studio Art (Emphasis: 2D, 3D & Extended Media)   **U of A BA in the following:**   * Studio Art * Art History * Live & Immersive Arts | | | | | | | **Are any of the program outcomes determined or influenced by any external organization, agency or accreditor identified and explained? If not, mark not applicable (NA)** | | | | | | | | | **This program looks well- articulated and aligns with the degrees from the 3 state universities.** | | |
| Exemplary  3 | | | Adequate 2 | | Opportunity for Improvement 1 | | | |
| **3. Indicate if there are any articulation agreements in place for degree graduates.**  The Associate in Arts- Fine Arts Degree is designed for students who plan to transfer to an Art, Dance, Theater or Music related major at an Arizona public university. Generally, the degree will transfer as a block without loss of credit to Arizona’s public universities. The AGEC-A is a component within the AAFA degree. | | | | | | | **Are articulation agreements in place for degree graduates?** | | | | | | | | | **Great!** | | |
| Exemplary 3 | | | Adequate 2 | | Opportunity for Improvement 1 | | | |
| **4. Discuss how the program gets feedback on its program and curriculum from external sources, such as advisory boards, employers, articulation task forces, accreditors, etc.**  We plan on meeting with different potential employers about jobs for graduates  Currently we do not have anything in place but are going to ask Dustin to track where students end up.  Plan to meet with Casa Grande Art Association Board and look into art positions available in the area.  Many of the adjuncts in our department are recently out of graduate school and are more on top of current trends. I look to them to update curriculum on a regular basis. I also enable them to update their syllabi to include assignments that reflect those trends.  Plan to continue to research current trends through contacting local galleries and artists when possible. | | | | | | | **Was information given on how the program gets feedback on its program and curriculum from external sources such as advisory boards, employers, articulation task forces, accreditors, etc.?** | | | | | | | | | **Maybe survey previous graduates if it is possible**  **Self-Study writers usually struggle in this area. It looks like there are two good ideas to get external feedback.** | | |
| Exemplary 3 | | | Adequate 2 | | Opportunity for Improvement 1 | | | |
| **V. Program Specific Resources:**  *In this section, please focus on program specific resources. You may, but do not have to, discuss resources available to the college at large such as Blackboard, the Learning Centers, Library, etc. However, if these resources are impacting your program in a positive or negative way which you would like to discuss, please do so.* | | | | | | | | | | | | | | | | | | |
| **1. Discuss the adequacy of the budgetary resources, human resources, technological resources, classrooms, labs and space, academic support for students (i.e.: learning center, library) and student support (i.e.: advising) available to the program over the past 5 years:**  Instructional supplies for all 8 adjunct instructors.  Instructional Supplies for 1 full-time instructor.  New kilns for Ceramic courses  New wheels for instruction of Ceramic courses.  Keep up of 2 kiln yards.  Setting up of New Metal’s Lab.  IT – loaned out computers to students during COVID shut down.  IT- loaned out Computers to adjunct faculty to teach remotely during COVID shut down  IT-loaned out mini ELMO’s to allow studio teachers to conduct demonstrations for courses over collaborate.  Instructors and students have been able to utilize collaborate via blackboard to teach all forms of classes from lectures to demonstrations for studio courses. Collaborate has also allowed instructors to hold critiques remotely for studio courses. Not to mention lecture live for Art Appreciation and Art History courses.  Academic support also includes the learning center for tutoring and help drafting papers. As well as the library and librarians- the texts, online resources and physical resources serve all the Art History Student’s in authoring papers and giving presentations on artists.  There is a need for more classroom space for ceramics classes because. . .  - Work space is outdated with technology, plumbing, and most importantly space.  - What we need is new larger ceramic lab and kiln yard at SPC to accommodate the desire for more courses both on the credit side and the community side.  - Same thing for the Metals Lab.  The Studio and lecture room for all other Art and art appreciation courses is run down, small, and lacking in technology. It is embarrassing for the students and the college to still have facilities that are this run down. The art department is not a World Class Learning Environment for our students, in the current condition.  **The primary program-specific resources on which the Fine Arts program and curriculum is tied to and reliant upon are:**  \* **Ceramics Studio** (SPC Room N125) – including new tables and brand new wheels for up to 16 students to throw at a time.  \* **Metals Studio** (SPC Room N127) – Containing 16 benches and tools for 16 students to learn and explore metals arts.  \* **Ceramics Studio** (SMC Room A119) – full ceramics studio equipped to serve up to 16 students at once.  \* **Ceramic Kiln Yard at SMC**- including 1 large gas kiln, 1 raku kiln and 3 small electric kilns to serve students and community education courses.  \* **Ceramics Kiln yard at SPC-** Including 1 large gas kiln, 3 electric kilns to serve students at SPC campus.  \* **Small studio arts classroom-** dark and dingy, can only hold one studio 2D course at a time.    All in all, we need more room, more updated and clean classrooms, more state-of-the-art equipment that was not installed when the college opened. All courses in our department are reliant on mostly older equipment, which is essential for preparing students for a fine arts career in the modern art world.  The Fine art program’s viability is dependent upon students’ hands-on access to the tools and equipment on which they are trained, so a budget to support the maintenance, upkeep, and upgrading of equipment and newer facilities is of high-priority importance.  For the last 5-years, the Fine Arts budget has been sufficient to manage and maintain our resources, but with the increasing costs of new equipment and with a desperate need for upgraded facilities, and the costs associated with the repair and replacement of worn or aging equipment, any continual future budget cuts will present challenges.  Our program is only as resilient as the equipment on which it is based. If future budget cuts negatively impact the Fine Arts program, we will have to implement our equipment repairs, replacements, and upgrades in phases over longer periods of time, perhaps needing to step back from “cutting edge” and operate more on a “maintenance mode” until funds can support the latest in equipment and facilities that will entice students to come learn and grown here at CAC. We hope to be able to create and present a World Class Learning Environment, but the facilities do not currently reflect that. | | | | | | | **Was the adequacy of the budgetary resources, human resources, technological resources, classrooms, labs and space, academic support for students over the past 5 years evaluated?** | | | | | | | | | **Peer Review Feedback:**  **The fine art department is doing a great job of addressing the needs of faculty, adjunct instructors, and students.**  **You can pursue updated and increased workspace as part of your Action Plan efforts.** | | |
| Exemplary 3 | | | Adequate 2 | | | Opportunity for Improvement 1 | | |
| **2. Does the program have sufficient resources to be effective and relevant? Explain:**  We currently have 1 ceramic lab and kiln yard at each of the Signal Peak and the Superstition Mountain campuses.  We could use a larger ceramic lab or multiple ceramic labs at SPC to accommodate a larger class load and more courses for community members. This would increase community involvement and revenue. This would also fulfill CAC’s WIG of providing a world class learning environment for students.  We recently moved the Metals lab out of the storage closet (literally) but could use a larger area and much more state of the art facilities. Once again with a larger space/ multiple spaces we could serve the community better, thus increasing community outreach and revenue for the college. If this could happen it would fulfill CAC’s WIG of providing a world-class learning environment for students.  All current classrooms in the Studio Art Department are embarrassing and unsafe. The electric, plumbing and building itself are unreliable and do not encourage much excitement about the department. | | | | | | | Sufficient Resources | | | Insufficient Resources | | | No Response | | | **You can pursue acquiring sufficient resources as part of your Action Plan efforts.** | | |
| **3. What future goals does the program have? Will extra resources and funding be required to achieve it?**  **\*Setting up a new Student Gallery at SPC:**  Yes, extra resources and funds will be needed.  **Potentially Setting up a New Art Center:**  I am aware of a conversation in which there is potential support to make this happen. If this does occur, it will not only serve our students but the community at large. It will help to increase interest in our program, grow the program and increase both outreach and interest in the community. It will also fulfil CAC’s WIG of providing a world-class learning environment for students.  Building and setting up a new Arts Center will allow our department to have state-of-the-art studios and resources. We will be better equipped to serve all facets of the arts.    If this comes to fruition, there would be a designated space for a New Student Art Gallery. Providing a way for students to get their art out there and simultaneously promoting the great programs we have here at CAC. | | | | | | | **Were future goals identified along with the extra resources and funding that would be required to achieve them?** | | | | | | | | | **Maybe use Pence Center as a New Student Art gallery?**  **Where is the program in the process of setting up a new art center? Is there a timeline or is any funding put aside for it?** | | |
| Exemplary  3 | | | Adequate  2 | | | Opportunity for Improvement 1 | | |
| **4. Does the program have the resources to meet future goals?** Explain:  We are working on getting funding and resources to move this project forward.  There has been word of a discussion about moving this all forward. This project would fulfill CAC’s WIG of providing a world class learning environment for students. It would also serve the community in a much lacking sense, as a resource for community members seeking art opportunities. | | | | | | | Sufficient Resources | | | Insufficient Resources | | | No Response | | |  | | |
| **VI. Program Alignment with Institutional Strategic Goals:** | | | | | | | | | | | | | | | | | | |
| **1. How is the program directly or indirectly helping the College achieve its current strategic goals? Consider each strategic goal and provide a brief comment or description on how the program works to achieve it.**     |  |  | | --- | --- | | **CAC Strategic Goals:** | **Aligned Program Goals:** | | **Student Success**  *Ensure student success through retention, persistence, completion, and transfer* | My courses have been found to be high in retention rates. Through this information I have been chosen to be part of the Faculty Caring Campus Initiative. We are currently putting together a format to teach other instructors how to improve their retention rates in their courses.  The Fine Arts Program, through the dedicated support of its Faculty, Chair, and Dean, has remained focused on a continuous process of quality improvement as we build, refine, enhance, and streamline students’ paths to completion by providing opportunities to learn in a comprehensive, hands-on, practical environment that prepares and supports students for a career in the modern art related career. The Fine Arts Program faculty work with students to understand their specific interests and aptitudes, and through creating relationships we strive to help and ensure each student is enrolled in the specific Creative or Fine Arts degree or path that will yield the greatest success for their educational and career goals. Ensuring students are in a program of study that mirrors their career goals is the first step toward retention and completion.  Fine Arts instructors push to create an environment in which students can better prepare themselves for the transition from student to working professional. | | **Access**  *Ensure all Pinal County residents and others have access to high quality innovative post-secondary opportunities* | The Fine Arts program offers classes in a variety of modalities. In the past couple of years, I have increased the offerings in the online and hybrid modalities to allow even those who have full-time jobs or no access to transportation to have the ability to take more courses.  Any student in Pinal County, regardless of previous experience or artistic background, can enroll in the Fine Arts program to pursue their interest in learning modern art techniques in a variety of media.  Our art studios are equipped (yet could and should be much more inviting and larger in size) to provide the tools students will need to learn and succeed in the artistic workforce. | | **Workforce**  *Ensure students acquire the skills necessary for job placement and that meet employer needs in Pinal County and Region* | The Fine Arts program provides a modernized curriculum, with input from recent graduates, that teaches practical, relevant, and current skills to students who want to pursue a career in the Art World. By providing the students with opportunities to learn hands-on skills we are preparing students for transfer to a 4 year University and into the workforce.  The Art Department is discussing other ways in which we can get feedback to benefit our students and job skills that will benefit them in the future. | | **Community**  *Ensure Pinal County residents have access to lifelong learning and cultural enrichment* | The Art world is full of cultural enrichment, and the Fine Arts program does its part to educate and train students who wish to create and contribute to such cultural enrichment. Art has a profound impact on all cultures, and some cultures are even defined by the art they produce. The Fine Arts program provides access for students to learn how to contribute to the arts at a professional level. Armed with the knowledge and tools to produce art at a professional level, students can make their mark, and even steer the future course of what art looks like for future generations. The Fine Arts Department also offers both credit courses, and Continuing Education courses. Our ceramic and metals facilities serve both sides of the educational spectrum. We serve those who want to learn in any capacity.  If we are able to build and create a new Arts Center, we at CAC would fill a much needed void in offering more arts classes and opportunities for community members. This center would help to increase both outreach and interest in the community. It will also fulfil CAC’s WIG of providing a world-class learning environment for students. | | **Environment**  *Ensure a safe, sustainable environment that promotes learning, communication, diversity and satisfaction among students and employees*. | Our program serves all learners through a variety of course modalities. From F2F, virtual, and fully online courses. The Studio Art Department seeks to make all people feel safe, considered, and respected regarding their personal safety and comfort levels.  The Fine Arts program provides the best of facilities we can with the building we are currently existing in. The building is not ideal. There is insulation, plumbing and electrical issues throughout. We would love to provide well-managed and well-maintained technology-focused facilities in which we house a safe and inviting teaching and learning environment. Ideally, we would have a new arts center which we would maintain and take very good care to ensure our learning labs and facilities would remain safe, current, and properly equipped to support the curriculum and the needs of students. We support all students, regardless of their prior knowledge and experience of the subject matter, and welcome all who are willing to learn and work hard. | | **Stewardship**  *Ensure optimization of fiscal resources through a balanced budget to support the needs and expectations of students and the community* | We strive to equally divide the instructional budget amongst each adjunct instructor. The goal is to allow every department to have access to instructional supplies to best serve their students and their instructional styles. If the budget does not allow for something I seek out additional resources like capital requests and private donations (for instructional supplies and equipment).  If we are allowed to move forward with the creation of the new arts center, I am confident we will be able to manage our fiscal resources so that we can deliver current, relevant instruction with cutting-edge technologies so that we can better mirror the tools used in the industry and adequately prepare students for what they will encounter in their future career. By planning, anticipating, and staying current, we will remain well equipped within our budget to satisfy student needs by providing them with the resources they need to learn the skills they need to compete in the art world. | | **Infrastructure**  *Ensure a physical and technological infrastructure that supports changes in learning and working environment* | The Fine Arts program is significantly based on the tools, equipment and supplies that we teach with. We have strived to maintain our resources to meet the needs of students, all while upgrading what is necessary  Ideally, we would be able to create and build a new innovative Ceramics and Metals lab. Along with a new Student Gallery to highlight student work. These new spaces combined with additional lecture rooms and studio spaces would serve the students in a WIG capacity. The current spaces are run down and do not promote World Class Learning Experiences for our students.  These spaces would be open to the public and we would encourage all members of the community to come explore, be taught within, and learn more about our programs. | | | | | | | | **Was a description provided on how the program has directly or indirectly assisted the college in achieving its strategic goals.** | | | | | | | | | **Peer Review Feedback:**  **It is great that they are putting together a format to help other instructors to improve their retention rates. The department is working on “Workforce” goal.**  **It looks like good efforts have been made so that the program aligns with CAC’s strategic goals such as offering Continuing Education courses to the community.** | | |
| Exemplary 3 | | | Adequate 2 | | Opportunity for Improvement 1 | | | |
| **VII. Program Effectiveness for Graduates** | | | | | | | | | | | | | | | | | | |
| **1. Describe how you measure the success of degree and certificate program graduates. For example, are graduate surveys conducted? Are surveys given to employers to determine satisfaction with program graduate employees?**  This is an area where we could stand to improve, as it remains difficult for us to track down most students after graduating. Many go onto a 4-year university and from there it is difficult to track their progress.  Furthermore, most employers will not comment on the performance of their employees beyond their dates of employment. Many students who graduate from the Fine Arts program become self-employed as freelance artists or go on to be independent artists. As such, it is very difficult to obtain good, unbiased data to support “post-graduation student success.”  Most of the post-graduation data we have is anecdotal, and usually comes in the form of being notified of “success stories” of when students achieve career milestones after graduating.  We will work with Dustin in IR to see if he can track what fields they go into. | | | | | | | **Was information provided on how the program measures the success of the degree and certificate program graduates?** | | | | | | | | | **Peer Review Feedback:**  **Based on the data given below, most of the Fine Art students do not transfer to 4-year university or graduate with AA. You may want to use an additional method to determine the success of the degree and certificate. Working with Dustin in IR should help you track the fields students go into.** | | |
| Exemplary 3 | | | Adequate 2 | | Opportunity for Improvement 1 | | | |
| **VIII. Program Improvement Efforts** | | | | | | | | | | | | | | | | | | |
| **1. Describe efforts made to improve the program during the past five years."** (For example, this can include professional development, curriculum revision, the purchase of equipment, using assessment to enhance instruction, etc.)  Update of Curriculum during most recent Revision- Revised to have 2 paths. An art path and a music path.   * **3 ways to enhance instruction were identified and are being implemented:**   1. Include examples of past student work that falls below, meets, and exceeds expectations.  2. Update rubric to be more defined.  3. Include more specific demos: I Demonstrated ways to improve blending and tips/tricks to blend with different materials. I also did a step-by-step demo to talk about light sources- natural light vs direct light sources (like lamps).  **Improvement efforts that have been put in place over the last 5 years:**   * Switch out of adjunct instructors. - Getting new blood and younger instructors who have more insights as to current trends in art, in modern times. * Hiring of new full-time Studio and Design instructor- he oversees the Ceramics department after losing all our adjunct instructors due to COVID. * Addition of new ceramic equipment- 2 new wheels at SPC and 3 new wheels at SMC to slowly replace old ones purchased when the college opened. We have also replaced 2 motors to recycle old wheels that are still functional. * Over the past 5 years I have purchased and used additional funding from Capital request money to add 2 new electric kilns, a raku kiln and a new gas kiln at SMC. As well as 2 new electric kilns at SPC. As well as a handful of new wheels and wheel motors to repurpose old wheels in the ceramic studios. * Moving of Metal’s Lab out of the storage closet into a proper classroom. * The addition of new equipment to expand our Metals lab to accommodate up to 16 students. The old Closet/lab could only accommodate a maximum of 10 students. * Addition of fully online Art Appreciation course to serve both the Studio Art Fine Arts AA Degree and the Graphic Design Fine Arts AA Degree. * The Art Appreciation course also serves as an AGEC course and fulfills the HUMANITIES requirements for many degrees including the nursing program. * Addition of Virtual courses for the program motivated by COVID and the student body’s call for more Virtual courses. * Addition of a fully online course of ART100 Art Appreciation, each semester, which serves many degree paths. | | | | | | | **Was a description provided of the ways the program has engaged in program improvement?** | | | | | | | | | **Many efforts have been made to improve the program and keep it relevant such as curriculum updates, enhancing an assessment rubric to better evaluate student performance, hiring new adjuncts, offering virtual courses and working on increasing resources.** | | |
| Exemplary  3 | | | Adequate  2 | | Opportunity for Improvement 1 | | | |
| **IX. Data and Trends** | | | | | | | | | | | | | | | | | | |
| **Leave this section Blank for now. It will be inputted by IR. You will be asked to comment on the trends and information indicated by the data.** [**(Click here for Data Package)**](https://centralaz.sharepoint.com/:x:/s/AcademicProgramReview/EVTGiK2K_LZNlq45NznhW4QBuIL-4tcHvy2byY7pVRcUpQ?e=6zoj8V) | | | | | | | | | | | | | | | | | | |
| **1. Program enrollment data for the past 5 years**      A. Discuss and explain the factors influencing the enrollment trends:  Enrollment trends continue to improve. Some of this has to do with outreach, quality of instruction and free tuition through the CARES act in 2020/2021. Outreach in community and within art and art appreciation classes has had a positive impact on enrollment numbers.  B. How has the program typically recruited students and marketed the program:  Outreach in the past has included-  1. Going to local high schools for education nights.  2. Faculty Development demo/ mini project for Faculty and Staff. This was done for fun and to get the word out for studio courses and Art Appreciation. I led a step-by-step oil pastel project for any, and all Faculty and Staff who wanted to learn how to create a landscape with oil pastels. This project reflects a typical assignment I do with my students in the ART 100 Art Appreciation course, which is part of the Fine Arts AA Degree.  3. Annual Empty Bowls Event which brings attention to both the ceramics courses, students and staff as well as the Culinary department.  4. As part of the curriculum in ART 100 Art Appreciation I include a myriad of studio projects to expose all my students to the possibilities in the studio art department. In each course we complete 2 ceramic projects, a printmaking project, a charcoal drawing, a chalk pastel drawing and oil pastel painting. By doing this the hope is to not only expose students to different projects that could be further invested in but also hopefully peek their interests in the arts and the Fine Arts AA Degree.  5. Giving workshops to community members in the form of oil pastel “how to workshops” to get the word out about courses offered at the college.  6. Student Gallery Exhibitions which are open to all faculty, staff, students, and community members. These exhibitions allow all to have a glimpse into what our program and courses offer.  7. End of year Student Art show in the Pence Lobby to expose both future students and community members to the work that all Visual and Performance art students are engaging in. | | | | | | | **Has the program enrollment trends for the program increased, remained consistent or decreased?** | | | | | | | | | **Peer Review Feedback:**  **1. New student head count number + Continuing student head count number ≠ Total student Enrollments number.**    **2. It seems that the bar graph for student enrollment by gender only covers continuing students. (Maybe 56 = new students + continuing students.)**    **3. It is interesting to see the student enrollment is better at STC than SPC.**    **4. Outreach program is effective. Empty Bowls is always a well-attended event and a great advertisement for the program.**  **5. Based on the student outcome graph, the number of students receiving an AA degree is 0. It should be FY2020 – 2.**    **6. What is the plan to increase graduation rate?**    **7. The average annual wages is low and is probably not accurate.** | | |
| Increasing 3 | | Consistent 2 | | Decreasing 1 | | | | |
| **Were the factors influencing enrollment trends discussed?** | | | | | | | | |
| Exemplary 3 | | Adequate 2 | | No information was given 1 | | | | |
| **Was information given on how the program typically recruits students and markets the program?** | | | | | | | | |
| Exemplary 3 | | Adequate 2 | | No information was given 1 | | | | |
| **2. Program graduation rate trends for the past 5 years**     |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Sum of Award Count** | **Fiscal Year** | |  |  | | **Awards** | **FY2017** | **FY2019** | **FY2021** | **Grand Total** | | **Associate of Arts** | **1** | **2** | **2** | **5** | | Fine Arts | 1 | 2 | 2 | 5 | | **Grand Total** | **1** | **2** | **2** | **5** |   A. Discuss and explain the graduation trends. What efforts has the program made to help students achieve completion?  Graduation trends have more than doubled in the past 5 years.  We have set a goal of increasing graduation trends by increasing the number of students who graduate. We have already increased the number of students who are in the degree programs, now we need to push them to graduate in a reasonable amount of time.  One major factor in the last couple of years has been the impact of COVID. With the onslaught of the pandemic many students have been forced to put education aside to provide for family members. I hope that the graduation rates will rise once again in the next year or two. I hope that students will be able to once again, put their education first and accomplish their goals of graduating and move on to earn their BA or BFA at the university level.  Some things that we as a program have begun implementing is making ourselves available to help students figure out what courses they need to take to graduate. By creating our own MAP in conjunction with Guided Pathways, to give our students a clear and concise roadmap to follow to complete their degree in a shorter amount of time. We also have made more courses available, certain semesters, to aid in enrollment for a growing number of students. Beyond that faculty have offered independent studies when needed to help students attain courses needed for graduation when they are not offered, at large, during certain semesters. | | | | | | | **Have the graduation rates increased in the past 5 years?** | | | | | | | | |
| Increasing 3 | | Consistent 2 | | Decreasing 1 | | | | |
| **3. Students who enroll in a four-year college**  The percentage has pretty much remained the same. We hope to increase the numbers here as well.  We hope to utilize Dustin to stay on top of the numbers here moving forward.  **4. Can students earn an external certification or licensure?**  No- no licensure to achieve in Fine Arts. | | | | | | | **Has the number of program enrollees or graduates who studied at an in-state baccalaureate-level institution during the past 5 years increased, stayed consistent or decreased?** | | | | | | | | |
| Increasing 3 | | Consistent 2 | | Decreasing 1 | | | | |
| **5. Average Salary for Students and Graduates**    Graduation trends are continuing to grow. However, with that being said, there are many things we can do to increase those numbers. Including continuing to leverage Guided Pathways to streamline student completion rates in the Fine Arts program.  Distribute Guided Pathway Maps to all College Advisors (and Faculty Advisors) and instruct them to use new Fine Arts Guided Pathway Maps when advising students. Provide new and continuing students with Guided Pathway Maps to make course registration more predictable and streamlined.  \*To address retention and completion:  Instruct Faculty Advisors to set up appointments with all of their current students at the end of each semester to register for the upcoming semester.  Average annual salary for students and graduates is an area where more practical data would be beneficial. Our data suggests that the average annual wage for Fine Arts students 1 year after graduation ranges between $13,821and $27,00 depending on discipline (based on data from 2021).  But the actual number is very different and depends greatly on which discipline and path students choose in their career pursuits. For instance, many students choose to become self-employed, and their first year is spent building up their new business, building a brand, establishing a new client base, and marketing their products and services.  Furthermore, some students will be hired as freelance artists where they will work full time, but only for a short duration of time. For instance, they may be hired to complete an illustration or two for a magazine or newspaper. This project may only be contracted out for a month or two. The paycheck on these jobs can range vastly.  First-year wages are not indicative of real-world earning potential, but rather a snapshot in time when most small-business startups are losing money in their first year of operation. Being that some Fine Arts graduates are either self-employed or contracted to work on projects funded by larger companies (with the goal of increasing the number of client projects per year), the context must be considered when looking at this data/ the numbers.  Some other examples of the range of salary for Fine Arts Graduates:  <https://www.zippia.com/fine-arts-major/salary/>  In Pinal County the average is around $25-27,000 annually. (see the above link) FINE ARTS MAJOR SALARY BY EXPERIENCE LEVEL The salary for a Fine Arts major graduate can range from $27,968 to $73,276 depending on the amount of work experience that the person has. Data on how experience level affects salary is provided by the Bureau of Labor Statistics (BLS) as part of their National Compensation Survey, which is based on factors such as knowledge, complexity, contacts, and environment.  **Entry Level**Avg.salary$28k  **Mid Level**Avg.salary$39k  **Senior Level**Avg.salary$73k   |  |  | | --- | --- | | Average Starting Salary with a Bachelor’s Degree for graduates in 2021: |  | | Fine Arts | $48,871 | | Music | $48,686 | |  |  | | Art and Music Education | $45,613 | | Drama and Theater Arts | $44,538 | | Visual and Performing Arts | $42,465 | | Studio Arts | $41,762 |   <https://www.thinkimpact.com/average-college-graduate-salaries/> **FINE Artist Salary in Phoenix, AZ** Phoenix, AZ Average  $14,916-$48,079 /year  $22 /hour  **FINE Artist Salary in Phoenix, AZ Comparison by Location**  Nationwide  United States  $49,962  Phoenix, AZ  AZ  $46,580  <https://www.ziprecruiter.com/Salaries/FINE-Artist-Salary-in-Phoenix,AZ#:~:text=As%20of%20Apr%2019%2C%202022,Phoenix%20is%20%2446%2C580%20an%20year>. | | | | | | | **Were graduation trends and efforts to help students to achieve completion addressed?** | | | | | | | | |
| Exemplary 3 | | Adequate 2 | | No information was given 1 | | | | |
| **6. Data Summary:** Provide a summary of this section. Indicate trends observed in the data, identify areas of strengths, and areas for improvement.  **Trends Observed**:  **Fine Arts Enrollment Trends**: We have seen a continual increase in enrollment from 2017-2021, but 2019 saw the highest new student enrollment, suggesting that the impact of COVID has slightly slowed down the growth but not completely put it to a stop. We can always improve our numbers and will seek to do just that in the years to come. Our numbers overall have drastically improved in the last 5 years and we hope to see the numbers continue to climb.    **Fine Arts Enrollment by Gender Trends**: Female enrollment continues to trend upward with the largest jump between 2019 and 2020 with almost a 200% uptick. Male enrollment too continues to rise with a slight dip between 2019 and 2020. We find these results to be intriguing due to the COVID pandemic.  While the Fine Arts program’s gender statistics are slightly more favorable toward females than to males, we would very much like to see both more male and female students take interest in the fine arts, but interest in this field at the educational level will likely follow the current trends.    **Fine Art Student Enrollment By Campus Trends**: The Fine Arts courses are available on all campuses but primarily at the Signal Peak Campus. This is due primarily to the Full-time Art Faculty being located there as well as space for most courses to be held there. We have the largest number of classrooms and hold the most F2F courses on this campus. If our numbers continue to climb, like we anticipate, we will be able to offer more courses at all other campuses- both boosting our numbers in the program and number of courses offered.  \*Enrollment is trending upward on all campuses but Maricopa. Maricopa has leveled out. A lot of this has to do with COVID and the lack of Face to Face courses at certain campuses for multiple semesters in 2020 through 2022. With this in mind the virtual campus and online campus have seen a larger uptick. With less F2F courses we have offered a larger percentage of Virtual and Online course offerings.  \*Overall enrollment and graduation rates have increased. Certain things we are doing are aiding in this increase. The money students were allotted to take college courses for free have aided in this uptick over the last two years. Other things have been identified that may continue to increase the numbers in all areas include more virtual and online course offerings, to the addition of a full-time Ceramics instructor, these things and more have aided our growth.  \*The past two years have slowed our recruiting efforts. With the pandemic we have been forced to take away open house efforts, having information tables at local high schools for college nights, and other public recruiting instances that we once took part in. Once we ramp up some of those, we hope numbers will continue to grow.  \*With COVID and people working/learning from home it is harder to track in the Fine Arts area. When COVID hit it was hard to get this data. | | | | | | | **Was a summary of the Program Enrollment and Graduation Trends provided and was there a reflection of areas of strengths and improvement for the program**. | | | | | | | | |
| Exemplary 3 | | Adequate 2 | | No information was given 1 | | | | |
| **X. Evaluation of Program Strengths, Viability and Areas for Improvement:** | | | | | | | | | | | | | | | | | | |
| **1. After completing the APR Self Study, identify areas of strength and areas for improvement in the program. Is the program still a viable program? Discuss the next steps for the program and Action Plan Ideas.**  **STRENGTHS:**  - Revamped Curriculum in to 2 Degree Paths for the Fine Arts AA Degree. It has been separated into the Studio Art and Music degree pathways.  - Subject-matter expert Faculty, including a new Full time Ceramics instructor, our Professor of Art and Design.  - Significant uptick in enrollment of students in our department over the past 5 years.  -Creation of a new Metals lab at SPC campus that allows for higher enrollment in each course.  -Creation of our own MAP for Fine Arts which enables students to clearly see what classes they need to take each semester to graduate in 2-3 years.  -Well-managed studio resources in both Ceramic Studios and in the Metals Studio, with adequate budget for maintenance, upkeep, and sustainability.  -Current Kiln yards with multiple gas and electric kilns to serve both the studio population and the community.  -Addition of new wheels and kilns at both Ceramic’s labs.  -Good community engagement with the Annual Empty Bowls charity event showcasing student work and progress.  -Incorporation of more hands-on projects with art appreciation students to expose them to all the different media they can dive deeper into in the Fine Arts Department. These courses are available at SPC, San Tan, Maricopa, virtually and online.  -Instructors who are educated and fully up to date on new forms of instruction.  -Availability of virtual, online and F2F courses for different courses throughout the program.  -Incorporation of Fully Online ART100 Art Appreciation course.  -Addition of New Adjuncts at all campuses to expose students to new ways of thinking and instructors that are young and more up to date in modern art and the directions art is heading.  -Our program continues to grow and has a great plan in place to both gain students and help them graduate in a timely fashion.  **AREAS FOR IMPROVEMENT:**  -Addition of more effective ceramics lab/s  -Addition of more effective Metals lab/s  -Addition of a new, cleaner, and more secure Student Art Gallery.  -Larger Community involvement in the Annual Empty Bowls Event.  -Addition of new Equipment and more functional Labs for Both Metals and Ceramics courses. As well as Community Metals and Ceramics Courses.  -Potential New Arts Center- which would include new, safe and clean spaces for both students and community members to learn and explore all facets of the visual studio arts. This would also make our program more enticing and welcoming for new students and community members.  - Garner community support and higher enrollment through potential creation of New Arts Center. There is a missed opportunity here for all of Pinal County and Casa Grande area.  -Possibly rewrite mission statement for the Fine Arts Degree plan.  -Addition of more workshops for community members and students to expose all to different offerings, in specific courses, available in the Fine Arts Department.  -Start the Art Club back up again to get more student involvement on campus. This was planned back in 2020, then COVID hit.  -Not a strong marketing effort- need to have more regular program tours and social media presence.  -Graduation numbers – need to entice students to complete in a more timely manner.  -Post-graduation Tracking: Employment and Earnings Data – need to collect better data that represents self-employed graduates, earnings trends spanning 5-years after graduation, and “work-for-hire” (contracted) employment data.      **VIABILITY:**  - Currently helping Pinal County’s need for workforce training in the arts.  -Operating below budget each year from 2017-2021.  - Streamlined operations to “right-size” department by eliminating our lowest-performing courses and staffing. We had 11 adjuncts in 2015, down to 8 in 2022.  - Participated in Guided Pathways to develop clear paths to student completion for the Fine Arts Department.  -Continuing to increase our enrollment numbers even through the pandemic and a complete shut down of F2F course for over a year.  -2021 increased student enrollment to highest levels in past 5 years.  **NEXT STEPS/ACTION PLAN IDEAS:**  To address Graduation Numbers: Continue to utilize Guided Pathways to streamline student completion rates in the Fine Arts program paths. Distribute Guided Pathway Maps to all College Advisors (and Faculty Advisors) and instruct them to use new Fine Arts Guided Pathway Maps when advising students.  Provide new and continuing students with Guided Pathway Maps to make course registration more predictable and streamlined.  To address retention and completion: Instruct Faculty Advisors to set up appointments with all of their current students at the end of each semester to register for the upcoming semester.  To address post-graduation tracking: Require students to include contact information (mailing address, e-mail address, phone number, social media information, etc.) in the final semester of the Fine Arts Program. This contact information will aid in tracking student success in the workforce/ transfer to a 4 year university post-graduation.  To address the potential for the construction and completion of a New Arts Center.  Amp up engagement in marketing, advertising, and community outreach.  Engage once again with high schools in Pinal County communities, post pandemic, where CAC has a physical presence, and sort enrollment data by hometown to build a report with facilities where enrollment begins.  Explore how a new Arts Center could benefit both students and the community of Casa Grande and Coolidge as a whole. It is something that would serve and bring people together who want to learn and grow in a world class learning environment. | | | | | | | **Were areas of strength and areas for improvement identified? Is an evaluation provided on whether the program is still viable? Were the next steps for the program and action plans identified?** | | | | | | | | | **Peer Review Feedback:**  **Other than SPC and SMC, are there ceramics/metals labs at STC and MAR?**  **Do we have student art galleries on different campuses or SPC only?**  **Can the annual empty bowls event be held at different campuses to increase the involvement of the community?**  **Excellent job identifying the next steps for the program.** | | |
| Exemplary 3 | | | Adequate 2 | | Opportunity for Improvement 1 | | | |
| **XI. Overall Evaluation of the APR Self Study** | | | | | | | | | | | | | | | | | |
| **Are key findings that arose from the analysis and review process clearly presented?** | | | | | | **Peer Review Feedback:**  **The Fine Arts AA did an exemplary job on this self-study. All areas on the self-study were well addressed and reflection and analysis was done to complete it.** | | | | | | | | | | | |
| Exemplary 3 | Adequate 2 | | | Opportunity for Improvement 1 | |
| **Does the review provide a clear direction and vision for the program moving forward?** | | | | | | **The self-study writer has a clear vision for how to improve and grow the program.** | | | | | | | | | | | |
| Exemplary 3 | Adequate 2 | | | Opportunity for Improvement 1 | |
| **Does the review present specific strategies and recommendations for moving the program forward?** | | | | | | **8 clear next steps were identified.** | | | | | | | | | | | |
| Exemplary 3 | Adequate 2 | | | Opportunity for Improvement 1 | |
| **Scoring Rubric**  **If all sections were applicable:** | | | | | | | | | | | | | | | | | |
| **Exemplary 99 - 84 (85% and above)** *If all sections were applicable:*  The program self-study fully addressed the core criteria in the self-study and review process. It discussed how goals and objectives are linked to the college mission and strategic goals. The program's student learning outcomes, curriculum comparison and assessment results have informed changes in curriculum, pedagogy, and instructional resources. Action Plans for improvement were identified based on the results of the self-study process. | | | **Good 83 - 69 (70 – 84%)**  *If all sections were applicable:*  The program self-study addressed the core criteria in their self-study and review process, but some information was missing. It discussed how goals and objectives are linked to the college mission and strategic goals, and included action plan strategies, but more data, statistics and specific goals could have been identified. The program's student learning outcomes, curriculum comparison and assessment were given but specific information on how it would affect pedagogy and instructional resources was not provided. | | | | | **Opportunity for Improvement 68 and less (69% and below)**  *If all sections were applicable:*  Not all the core criteria were addressed and there was information and statistics missing in many of the self-study areas. A reflection of how the self-study will lead to an Action Plan for improvement was not provided. | | | | | | | | | **Peer Review**  **Feedback:**  **The APR Study earned Exemplary due to the comprehensive and reflective nature of it.** |
| **If 2 of the sections were not applicable:** | | | | | | | | | | | | | | | | | |
| Exemplary 102 – 87 (85% and above) Same criteria as above | | | Good 86 - 71 (70 – 85%) Same criteria as above | | | | | Opportunity for Improvement 70 - Below (69% and below) Same criteria as above | | | | | | | | |  |
| **Identified Strengths and Recommendation for Program Action Plan:** | | | | | | | | | | | | | | | | | |
| **The reviewers noted the strengths of the program and would like to recommend the following actions to be considered when working with the dean to develop an action plan as a result of the Academic Program Review process.**  **Strengths:**   1. **Updated Pathways divided the program into two different pathways to help students get the Fine Arts Degree that reflects their area of interest.** 2. **Community involvement such as the Empty Bowls activity to raise money to feed the hungry and the offering of continuing education classes.** 3. **Growing the program to be available at two campuses and achieving more updated labs.** 4. **Efforts being made to open a Fine Arts Gallery at SPC** 5. **Raising enrollment trends.** 6. **Increased efforts to use assessment to enhance instruction and better evaluate student ability.** 7. **Good job identifying the Next Steps for the program.**   **Action Plan Recommendations: Creation and Construction of a New Arts Center to both aid in enrollment, retention and community involvement in the arts.**   1. **Add to the Mission Statement (See suggestions)** 2. **Add to the Course Description (see recommendations)** 3. **Consider revising the PLOs so that they only reflect Fine Arts instead of both Fine Arts and Music outcomes.** 4. **Continue to pursue the opening of the Art Gallery** 5. **Make a proposal for more space and resources for the program** 6. **Create a Fine Arts Advisory Board from the community** | | | | | | | | | | | | | | | | | |
| **Academic Review Process Insight Statement**  Take moment to reflect how this process has helped guide the direction of your program. | | | | | | | | | | | | | | | | | |
| **This has been quite a time-consuming assignment. Some of the information seems a bit tedious but I would say around 60% of the information has been insightful. Thus far I have spent a minimum of 45 hours working on it.**  **With that being said, I have been enlightened as to how much our program has grown in the past 5 years. I also have seen more clearly how much our outreach and involvement in the community is improving the program, but at the same time how much more we could do to increase that involvement.**  **If our department is given the backing to grow and have newer, more state-of-the-art facilities this would not only bring in a larger revenue for the college, but it would create more jobs and allow more students to access the instruction of our amazing faculty. If we could create new and larger ceramics and metals labs; as well as a lecture hall and up-to-date studio classrooms everyone from students, to instructors, to community members, and the college at large would benefit. Then and only then, we truly would have a World Class Learning Environment for both students and the community.** | | | | | | | | | | | | | | | | | |

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| **Instructions**: In this form, program directors along with the appropriate Dean should indicate any goals or action plans for program improvement over the next 5 years, which have been identified as a result of the academic program review process. | | |
| **Goal/Action 1: (**Type your goal here.)  Strategic Goals Associated: Add to/adjust the Mission Statement | | |
| Cost/Resource Implications: N/A | Timeline for Achievement:  Now  The Fine Arts AA Degree prepares students to transfer to a university B.A., B.F.A. or Bachelors of Teaching in the Arts degree program. Those seeking Art History or Museum Studies as majors may need additional foreign language courses.  The Mission of the Fine Arts degree program is to prepare students for employment in various art-related areas and/or for the pursuit of advanced degrees in studio art or studio art related professional schools by educating them in the fundamental concepts, knowledge, techniques and skills. | Measure of Success: |
| **Goal/Action 2:**  Strategic Goals Associated: Add to the Course Description | | |
| Cost/Resource Implications:  N/A | Timeline for Achievement:  Now  The Fine Arts AA Degree prepares students to transfer to a university BA, BFA, or Bachelor of Teaching in Fine Arts degree programs. Students may select Art Emphasis or Music Emphasis. Those planning to continue, at the university level, may benefit by taking additional foreign language courses to apply for a future degree. Students who earn this degree will be prepared for careers in the arts such as a commercial arts gallery manager, a community arts worker, an exhibition designer, an artist, a higher education lecturer, an art therapist, a stylist, or secondary teacher- to name a few. | Measure of Success: |
| **Goal/Action 3:**  Strategic Goals Associated: Pursue the opening of a new Art Gallery | | |
| Cost/Resource Implications:  Space- should be free. There are spaces that are potentially available on campus that we could use  Paint $200  Lighting $1500-2000  Frames/pedestals- may need to replace a handful $500  Hanging set up $1500-2000 | Timeline for Achievement:  1-2 years from Fall 2022 | Measure of Success:  Holding Student Art Shows at least twice a semester to showcase student work and give the students a better understanding of what it takes to show their work. Give students hands on experience in putting an art show together. |
| **Goal/Action 4:**  Strategic Goals Associated: Pursue the opening of an Art Center | | |
| Cost/Resource Implications:  Millions- would have to speak with an architect further to get accurate numbers. | Timeline for Achievement:  2-3 years? | Measure of Success: |
| **One Year Action Plan Update**  To be completed each December and submitted to appropriate Dean and Academic Program Review Coordinator | | |
| Discuss progress made toward Action Plan goals after one year:  **Goal/Action 1:**  Strategic Goals Associated: Add to/adjust the Mission Statement:  The Fine Arts AA Degree prepares students to transfer to a university B.A., B.F.A. or Bachelors of Teaching in the Arts degree program. Those seeking Art History or Museum Studies as majors may need additional foreign language courses.  The Mission of the Fine Arts degree program is to prepare students for employment in various art-related areas and/or for the pursuit of advanced degrees in studio art or studio art related professional schools by educating them in the fundamental concepts, knowledge, techniques and skills.  **Goal/Action 2:** Add to the Course Description  The Fine Arts AA Degree prepares students to transfer to a university BA, BFA, or Bachelor of Teaching in Fine Arts degree programs. Students may select Art Emphasis or Music Emphasis. Those planning to continue, at the university level, may benefit by taking additional foreign language courses to apply for a future degree. Students who earn this degree will be prepared for careers in the arts such as a commercial arts gallery manager, a community arts worker, an exhibition designer, an artist, a higher education lecturer, an art therapist, a stylist, or secondary teacher- to name a few.  **Goal/Action 3:** Pursue the opening of a new Art Gallery  Discussions have begun in relation to new structures/buildings with the unfortunate collapse of the Pence roof. We are hopeful that a new arts center will emerge out of the rubble (so to speak).  **Goal/Action 4:** Pursue the opening of an Arts Center:  Same as Goal/Action 3  Submitted by: Update by Fall 2023 | | |
| **Two Year Action Plan Update** | | |
| Discuss progress made toward Action Plan goals after one year: Still working on both. Trying to get funding and waiting on results from the clearing our ot the Pence and what occures after that is all done.  **Goal/Action 3:** Pursue the opening of a new Art Gallery  Discussions have begun in relation to new structures/buildings with the unfortunate collapse of the Pence roof. We are hopeful that a new arts center will emerge out of the rubble (so to speak).  **Goal/Action 4:** Pursue the opening of an Arts Center:  Same as Goal/Action 3  Submitted by: Update by Fall 2024 | | |
| **Three Year Action Plan Update** | | |
| Discuss progress made toward Action Plan goals after one year:  Submitted by: Update by Fall 2025 | | |
| **Four Year Action Plan Update** | | |
| Discuss progress made toward Action Plan goals after one year:  Submitted by: Update by Fall 2026 | | |