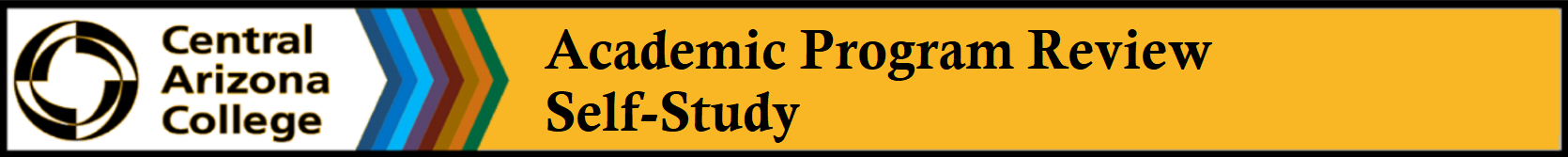
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| **2022 Self-Study Report**  **Fine Arts AA Degree** | | | |
| **Instructions**: The following pages will guide your submission of your Academic Program Review Self-Study. Please type your responses directly into the document. The completed self-study 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**  **Email: sarahmpainting@gmail.com**  **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 |

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| **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.**  No, not yet.  Plan to include it as part of my action plan if required. | **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?** | | | **No mission statement yet. It can be an action plan to create one.**  . |
| 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 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. | **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.** |
| **Exemplary**  **3** | Adequate2 | Opportunity for Improvement 1 |

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| **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 |

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| **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 learning outcomes include both music and art degrees. Good job! We were curious as to why this was included in PLO #6 for an assessment for the Fine Arts Studio Pathway: “OR perform a solo in recital on a primary instrument or voice part.”** |
| 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?**  **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.** | **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.** |
| **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 the link to attach your Assessment Reporting Form)**](https://centralaz.sharepoint.com/:w:/s/ProgramAssessment/EdPNacu0CZVHovpy0WH9f38BEerI6j5beye_WEIA6eQhSg?e=d29Uc8) | **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%**  **Accuray/Effort 86%**  **Other forms of assessment include Exams, 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%  Accuray/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?**   * Include examples of past student work that falls below, meets, and exceeds expectations. * Update rubric to be more defined. * 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). | 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 |

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| **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. | **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/)   **UofA 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.**  Articulation Agreement Partner Institutions  The University of Arizona has established articulation agreements with CAC. All agreements allow for a maximum of 64 transferable units as part of completing an associate degree for transfer at the Arizona community college. Associate of Applied Science articulation agreements allow for a maximum of 75 units for transfer to a Bachelor of Applied Science | **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.**  **I 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.**  **There is a plan to meet with Casa Grande Art Association Board and investigate art positions available in the area.**  **Many of my adjuncts are recently out of college 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 |

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| **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 2 full-time instructors.  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.  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. | **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 both SPC and SMC.**  **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.**  **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.** | 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 most definitely be needed. We have the backing of the President to move this forward.**  **Potentially Setting up a New Art Center:**  **Building and setting up a new Arts Center with state-of-the-art studios and resources. It will be a place that will serve not only students but the Community at large. We will serve all facets of the arts.**    **Once the New Arts Center is built there will be a designated space for a New Student Art gallery.** | **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 |

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| **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.** | | **Access**  *Ensure all Pinal County residents and others have access to high quality innovative post-secondary opportunities* | **I have more courses available both fully online and virtual. This allows even those who have full-time jobs or no access to transportation to have the ability to take more courses.** | | **Workforce**  *Ensure students acquire the skills necessary for job placement and that meet employer needs in Pinal County and Region* | **The Art Department is discussing how to do this.** | | **Community**  *Ensure Pinal County residents have access to lifelong learning and cultural enrichment* | **CAC Studio Art Department offers both credit courses, and Continuing Education courses. Our ceramic facilities and Metals serve both sides of the education spectrum. We serve those who want to learn in any capacity.** | | **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.** | | **Stewardship**  *Ensure optimization of fiscal resources through a balanced budget to support the needs and expectations of students and the community* | **I 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).** | | **Infrastructure**  *Ensure a physical and technological infrastructure that supports changes in the learning and working environment* | **A new innovative Ceramics and metals lab. Along with a new Student Gallery to highlight student work. This would be open to the public and we would encourage all members of the community to come explore 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 |

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| **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?**  \*Most of the graduates transfer to a four-year university and it is hard to track them once they graduate. 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 degree and certificate.** |
| Exemplary 3 | Adequate 2 | Opportunity for Improvement 1 |

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| **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).**   * **Switch out of adjunct instructors.- Getting new blood and younger instructors who have more of an insight as to current trends of 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 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.** * **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.** * **This 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 |

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| **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/EULLtYf0BElOo2u7rW3dmkcBWJC35Th4VwhNh3coutcp1Q?e=3FZWrB) | | | | |
| **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 at in 2020/2021.  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. | **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?  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. | **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.**  **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**  Not sure how accurate this amount it. Where this information is coming from I have no idea. I believe the average is much higher than what is represented here. | **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.  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 |

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| **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:**   * **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.** * **A Metals Lab that is in a proper classroom.** * **Addition of new wheels and kilns at both Ceramic’s labs.** * **Participation of Community in the Annual Empty Bowls Event.** * **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.** * **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.** * **Exposure to different forms of art in ART 100 courses. These courses are available at SPC, San Tan, Maricopa, virtually and online.**   **NEXT STEPS:**  **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.**  **Creation of a 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.** | **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 |

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| **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 program is doing great. All areas on the self-study were well addressed and the student enrollment continues to trend up.** |
| 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 |

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| **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:** |
| **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 |  |

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| **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:**   1. **Develop a Mission Statement** 2. **Add to the Course Description (see recommendations)** 3. **Continue to pursue the opening of the Art Gallery** 4. **Make a proposal for more space and resources for the program** 5. **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’d say around 60% of the information has been insightful. Thus far I have spent a minimum of 20 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 was 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 everyone from students, to instructors, to community members, and the college at large would benefit.** |

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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: | | |
| Cost/Resource Implications: | Timeline for Achievement: | Measure of Success: |
| **Goal/Action 2:**  Strategic Goals Associated: | | |
| Cost/Resource Implications: | Timeline for Achievement: | Measure of Success: |
| **Goal/Action 3:**  Strategic Goals Associated: | | |
| Cost/Resource Implications: | Timeline for Achievement: | Measure of Success: |
| **Goal/Action 4:**  Strategic Goals Associated: | | |
| Cost/Resource Implications: | Timeline for Achievement: | 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:  Submitted by: Update by Fall 2023 | | |
| **Two Year Action Plan Update** | | |
| Discuss progress made toward Action Plan goals after one year:  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 | | |