

# Oklahoma City Community College

Program Review Self Study Year: 2016

Division of Arts

Associate in Arts

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## I. Introduction

This section should reference the general process of the review and any unique features of the review (such as the use of outside consultants or conducting the review in relation to an accreditation visit).

If the program has been reviewed previously, this section should include a brief summary of prior recommendations and how they were addressed.

1. Course instructional guidelines were written. They are provided and discussed with program faculty.
2. State university visual arts program curricula are monitored on a continuing basis.
3. VPAC 107 continues to be under stress regarding overcrowding in some course sections, but proactive conversations between instructors have been helpful. Beginning in Summer 2016 the course assignments for VPAC labs 106 and 107 will be swapped. All Drawing and Painting classes will meet in VPAC 106. VPAC 106 is a larger lab which will more easily accommodate the large enrollments of these courses, and also permit an increase in enrollment caps per section. It gains the added bonus of keeping Painting I and Painting II students in separate, more spacious work areas within one lab. Foundations I and II courses will meet in VPAC 107.

4. A small electric raku kiln was purchased and is in use.
5. Small hand and electric tools have been purchased. More will be obtained on an as needed basis.
6. The black ink for the Epson printer was switched to a different brand. The lab assistant assumed responsibility for test prints.
7. Program personnel pro-actively work together to plan budget expenditures.
8. Art 2821 Portfolio Development and Presentation was restructured. Program faculty are proactive in encouraging student portfolio awareness and recommending artifacts from classes be preserved.

## II. Executive Summary

The Executive Summary will include the program's connection to the institution's mission, program objectives, and the strengths and areas for improvement of the program. It will also include the key findings and recommendations of the internal or external reviews with regard to the Program Review Principles and Program Review Criteria.

The Visual Arts program is an exciting, vibrant arts program with excellent enrollment and student major satisfaction. Our graduates and transfers are pleased with their education and their ability to make a successful transition to the work world or university environment. The Visual Art program is a strong component of the Humanities electives at OCCC for non-majors as well as a welcome elective to many of our more technical degree seeking students who wish to express themselves through a visual art.

The new Visual and Performing Arts Center has been a tremendous opportunity for the Visual Arts program. Student work can now be shown in the beautiful Inasmuch Gallery and the majority of our equipment has been purchased within this decade. As with all new facilities, it is impossible to see every need beforehand and it is difficult to see how the next generation of students will want to expand and grow. We now see that we need an additional raku kiln to keep up with student demand. We also need to add lighting in the Drawing/Painting lab to cover the diverse use of the space. These are reasonable requests and the Dean will work with the faculty to make this happen.

It is difficult for any program to lose a much loved faculty member who served our campus for over twenty years. The program then had to face the issue of not replacing that person immediately so there was some lag in enrollment and majors within the Ceramics/Pottery/Mosaics interest. Last year, a new faculty member was hired. The faculty of the Visual Arts program is once again strong and eager to work for student success. They have a dynamic advising system where all students are encouraged to talk with the faculty on a regular basis and actively plan graduation and transfer. Faculty take assessment seriously and work to incorporate their findings on a yearly basis. Their curriculum is changed as necessary to reflect the updates at OCCC and to changes from Visual Arts programs at transfer institutions. Lab personnel are well acquainted with equipment and procedures and assist students with extended lab hours. OCCC has a Visual Arts team of which they can be proud.

### III. Analysis & Assessment

This section will include a complete review and analysis of the Program Review Criteria based on the internal or external team's review. It will also assess developments since the last program review in the context of the current recommendations of the internal review and any recommendations.

#### A. Centrality of the Program to the Institution's Mission

An assessment and written analysis as to the centrality of the program to the institution's mission and in the context of the institution's academic plan are required. The purpose of the mission of an institution is to indicate the direction in which the institution is going now and in the future. The mission defines the fundamental reason for the existence of the institution.

Together with the planning principles and goal statements, the mission reveals the philosophical stance of the institution with respect to education and learning while at the same time providing a framework for the maintenance of institutional integrity and development.

Describe how the program is central to the institution's mission:

The Visual Arts program provides quality education in Visual Arts for program majors intending to transfer to four year institutions, and provides support electives for other programs such as Digital Media Design. It provides Art History Survey and Art Appreciation courses for the Humanities General Education component and the Humanities program.

The program also provides a vital function by enabling non-major students to make an alternative connection to the higher education environment where they learn to extend themselves into new areas of endeavor, take risks, and develop their ability to think in abstract concepts.

#### B. Vitality of the Program

Vitality of the program refers to the activities and arrangements for insuring its continuing effectiveness and efficiency. To maintain its vitality and relevance, a program must plan for the continuous evaluation of its goals, clientele served, educational experiences offered, educational methods employed, including the effective incorporation of technology, and the use of its resources. This vital principle or force can best be observed by examining the past and present initiatives to insure the vitality of the faculty, students, and program.

##### 1. List Program Objectives and Goals

A. The Visual Arts program will provide university parallel foundations level education in Visual Art enabling students to compete and excel at receiving institutions upon transfer.

B. The Visual Arts program will embrace elective enrollments by non-majors to provide a quality educational experience in the Visual Arts in a nurturing environment.

##### 2. Quality Indicators

Quality indicators may vary by institutional mission; however, institutions should measure the efforts and quality of their programs by: faculty quality, ability of students, achievements of graduates of the program, curriculum, library, access to information technology resources including efficiencies and improved learner outcomes through appropriate use of this technology and appropriate use of instructional technology to achieve educational objectives, special services provided to the students and/or community, and other critical services.

As appropriate, institutions should evaluate the program against industry or professional standards utilizing internal or external review processes. Institutions must provide specific documentation of student achievement. Such documentation should include program outcomes assessment data consistent with the State Regents' *Assessment Policy*. Program quality may also be reflected by its regional or national reputation, faculty qualifications, and the documented achievements of the graduates of the programs. This includes a program self review that provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission and how it relates to Higher Learning Commission Criteria and Components listed below:

- a. The program's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible. List of the student learning outcomes.

The Assessment Plan has been revised for years 2016 - 2020 to consolidate the outcomes and make them more direct measurements of program core course performance.

The new Learning Outcomes are:

1. Students will demonstrate college foundations level expertise in Drawing.
2. Students will demonstrate college foundations level expertise in 2D Design or 3D Design.
3. Students will demonstrate college foundations level expertise in Painting.
4. Students will demonstrate college foundations level knowledge in Art History.

Well-defined the criteria for measurement and how the criteria were used in the program.

The assessment for learning outcomes 1 - 3 will be done from specific targeted student projects within program core courses using subject specific rubrics.

Drawing II students will be given an assessment project at the beginning of the semester to assess what has been learned and retained from Drawing I.

Drawing II will be assessed from the final two projects in the course.

2D Design and 3D Design will be assessed independently but within the same year from targeted projects within Foundations I: Design and Color and Foundations II: 3D Design courses utilizing course specific rubrics.

Painting I will be assessed from final paintings with a course specific rubric.

Art History Survey I and Survey II courses will be assessed from final exams with a course specific rubric.

The evaluation, results, and recommendations based on the criteria used.

The Assessment for 2011-15 was done according to the previous Assessment Plan.

Learning Outcome: Students will demonstrate college foundations level expertise in Drawing.

Assessment was done through an evaluation of student drawings contained in portfolios from the Portfolio Development and Presentation course.

Results: 69% of students scored "adequate" on the Drawing assessment rubric.  
23% of students scored "exceptional" on the Drawing assessment rubric.  
(92% of students met or exceeded the standard which surpassed the program goal of an 80% success rate.)

Learning Outcome: Students will produce college foundations level artwork in 3D Media.

Assessment was done through an evaluation of student artwork contained in portfolios from the Portfolio Development and Presentation course.

Results: 54.5% of students scored "adequate" on the 3D Media assessment rubric.  
45.5% of students scored "exceptional" on the 3D Media assessment rubric.  
(100% of students met or exceeded the standard which surpassed the program goal of an 80% success rate.)

Learning Outcomes Assessment for the Years 2011 - 2014

## 2014

**Learning Outcome:** Students will demonstrate knowledge in Art History (Western Heritage emphasis).

**Results:**

33% of students were assessed as "adequate" in their performance and 50% of students were assessed as "exceptional" in their performance.

A combined total of 83% met the assessment standard, surpassing the target of 70%.

**Learning Outcome:** Students will produce college foundations level artwork in 2D media.

**Results:**

52% of students were assessed as "adequate" in their performance.

42% of students were assessed as "exceptional".

A combined total of 95% of students met the assessment standard, surpassing the target of 80% of students.

## 2013

**Learning Outcome:** Students will demonstrate conceptual comprehension and an understanding of technical terminology in 2D and 3D Design, drawing and painting.

**Results:**

60% of students met the assessment standard by scoring at least 70% on an assessment quiz, which was less than the target of 70% of students.

**Learning Outcome:** Students will demonstrate college foundations level expertise in drawing.

**Results:**

54% of students were assessed as "adequate" in their performance.

38% of students were assessed as "exceptional".

A combined total of 92% of students met the assessment standard, surpassing the target of 80% of students.

## 2012

**Learning Outcome:** Students will produce college foundations level artwork in 2D media.

**Results:**

50% of students were assessed as "adequate" in their performance.

37.5% of students were assessed as "exceptional" in their performance.

A combined total of 87.5% of students met or exceeded the standard, surpassing the target of 80% of students.

## 2011

**Learning Outcome:** Students will demonstrate knowledge in Art History (Western Heritage emphasis).

**Results:**

47% of students were assessed as "adequate" in their performance.

35% of students were assessed as "exceptional".

A combined total of 82% of students met the assessment standard, surpassing the target of 70% of students.

**Learning Outcome:** Students will produce visual art that exhibits technical expertise in the creation of 2D and 3D art forms by scoring “2” on the program rubric.

**Results:**

47% of students were assessed met the standard by scoring “2” on the assessment rubric.

33% of students exceeded the standard by scoring “3” on the program rubric.

A combined total of 80% students were assessed to meet or exceed the standard, meeting the target of 80% of students.

Future Learning Outcome Assessment will be done from student artifacts produced within core program courses following the 2016 - 2020 Assessment Plan.

### **The General Education Core**

General Education at Oklahoma City Community College is an integral component of each student's experience. Every student receiving an Associate Degree (AAS, AA, or AS) must complete at least one course from each of the following areas, indicating a general understanding of that area.

Human Heritage, Culture, and Institutions

Public Speaking

Writing

Mathematical Methods

Critical Thinking

### **Strategy:**

The General Education Committee will create five interdisciplinary teams with members from multiple divisions. Each team will consist of five members with two members specifically teaching in one of the General Education Core Areas. Also, at least one team member will be a representative of the General Education Committee.

Twice a year these teams will evaluate one hundred artifacts from students having attained at least 35 hours of General Education Courses from OCCC. Reports, recommendations, and actions created from the General Education Assessment Process will be stored on the General Education Committee Website.

## **General Education Assessment Plan**

### **Objective:**

To assess and recommend actions for the general education component of Oklahoma City Community College's curriculum.

### **Method:**

Developed rubrics will provide common criteria for assessing "artifacts" gathered from various courses. Artifacts may include but are not limited to recorded performances, PowerPoint Presentations, essays, lab reports, research projects, service-learning projects, or any assignment preexisting in a faculty's course.

Nevertheless, the underlying principle of this method is (1) to reduce the intrusive nature of assessment within faculty courses, (2) to create a real environment of student performances within a classroom setting instead of a contrived environment of a forced examination (i.e. CAAP exams not counting for a classroom grade), and (3) to collect artifacts already designed and administered by our professional faculty at OCCC.

### **Data Collection:**

The Office of Institutional Effectiveness will identify each semester students completing at least 35 credit hours in General Education Courses.

### **Program Response to General Education Assessment Data**

General Education requirements represent just over sixty percent of each Associate of Science or Associate of Arts degree, making the careful assessment of these broad competencies OCCC considers essential for all graduates very important. All programs (terminal or transfer) to be evaluated contain at least 18 general education hours within the curriculum. OCCC has six general education learning outcomes that we expect all of our students to be proficient in upon graduation, they are: human heritage, culture, values and beliefs; writing; public speaking; mathematical methods; social institutions; and critical thinking. Provide evidence that shows your participation in submission of artifacts, what types of artifacts are being submitted, and how you have used the general education assessment data to inform curricular refinement and to achieve these general education outcomes in your students in your program.

The program has initiated in the last year a policy of submitting essay artifacts, when available, from Art History Survey I and Survey II courses for Gen Ed assessment.

The program faculty and the Dean of Arts worked together to establish appropriate English Composition prerequisites for program courses. Students who lacked appropriate abilities in reading and writing were facing a difficult challenge in some courses, particularly Art History Survey courses and Art Appreciation, but also in studio courses such as Foundations I which requires a textbook.

Art 1013 Art History Survey I, ART 1023 Art History Survey II, and ART 1053 Art Appreciation directly incorporate human heritage, culture, values and beliefs, social institutions and critical thinking from historical as well as contemporary bases.

Studio courses incorporate critical thinking through formal analysis, verbal interaction and the development of aesthetic awareness.

ART 2821 Portfolio Development and Presentation also incorporates formal analysis, critical thinking and aesthetic awareness with visual activities, verbal interaction and writing components.

b. The program values and supports effective teaching.

### **Faculty Performance Review and Evaluation**

Faculty will be evaluated on the basis of the established standards of performance and objectives established in the person's contract and any subsequent memorandums of agreement established for the position/person. Faculty are defined as employees who primarily perform teaching and instruction-related duties and who are employed on the basis of a written contract setting forth the duties to be performed and the compensation to be paid. The performance appraisal for each faculty member will be conducted by the Division Dean or Director as appropriate.

## Course and Faculty Evaluation

The Student Input on Instruction process is a means of gathering student perceptions of instruction at the college. The results are intended to be used by you and your dean in identifying ways to improve instruction.

Students will receive an email during the 6<sup>th</sup> and 7<sup>th</sup> week for the first 8- week classes and the 14<sup>th</sup> and 15<sup>th</sup> week for the second 8-week courses and 16-week courses. The email will include the information to evaluate each course. The window for replying to these surveys will be closed at the end of the designated weeks. Faculty will not have access to their SII results until after grades have been turned in.

c. The program creates effective learning environment.

One to one dialogue with knowledgeable caring instructors is of primary importance in the program. Visual Arts classes are also collaborative in that group discussion and critiques foster dialogue not only between students and faculty but between students. Each student learns through participation in the formal analysis of his or her own and other's work. This involves development of critical thinking through formal aesthetic inquiry and the development of appropriate vocabulary.

Students are given ample opportunity through open lab times to complete, make-up or re-work projects before final grading.

The full time faculty are available for additional help outside of class meeting times and maintain regular office hours.

d. The program's learning resources support student learning and effective teaching.

A collaboration with the library staff  
**Visual Arts Library Review**  
Oklahoma City Community College  
Fall 2015

The Library's primary mission is to support the College's curriculum and the students and faculty. Program support is provided in the form of research and supplemental materials including online and video resources as well as print materials. Librarians provide support in the form of instruction, both to groups and individually to students as they use the materials in the research process. The following addresses general academic support provided across campus then specifically for the Visual Arts program.

The Library has 80+ public computers for student use for research, online coursework, email, general online browsing, etc. From the Library's webpage, students both on and off campus are able to access most all electronic resources, including the Library catalog, streaming video services, eBooks and research databases which provide access to thousands of full text journal and newspaper articles. Since the last program review, multiple online tutorials have been added to the website that provide detailed instruction on how to use many of the resources as well as the research process itself.

On the front page of the Library website is an "Information for Faculty" link that provides very detailed information on all the resources and services the Library provides specifically for faculty. It includes instructions for linking to valuable online resources within Moodle and all the contact information for Library staff to provide assistance and answer questions. The Library works closely with the CLT to ensure resources are available and are working properly.

Many students enroll in the Success in College and Life course. The Library module provides detailed instruction on information literacy and the research process. Librarians staffing the Library

Assistance Desk assist students and faculty with information questions and provide one-on-one instruction, as well as teaching research skills to classes in a variety of subject areas. Instruction sessions are adjusted to faculty assignments and needs.

For several years the Library has sponsored the OCCC Reads program. This has evolved into a successful program that provides a "one book, one community" program that has brought the campus together to share information and knowledge on a common theme of the OCCC Reads book for the year.

### **Visual Art**

The art areas of the Library collection support both art coursework and general use by Library patrons.

Call numbers for materials supporting the Visual Arts curriculum are found in these areas:

N 1-9165	Visual arts (general)
NA 3710-3860	Mosaics
NB 1-1952	Sculpture
NC 1-1940	Drawing, design, illustration
ND 25-3416	Painting
NE 1-3002	Print Media
NK	Decorative arts, interior decoration, pottery, metalwork...
NX	Arts in general

Other areas of relevance include:

QA 76	computer animation, graphics, digital media (actual programs)
TR 897	computer animation, interactive multimedia (general works)
RC 489	art therapy
TA, TP & TT 910-920	glazes, clay, tiles, mosaics

The collection as a whole was discussed with the program faculty, Doug Blake and Jeremy Fineman, including reserve textbooks, print materials (books and journals) and audio-visual materials.

Weeding of the print collection is underway looking first at materials not checked out or used in-house within the past ten years. Old and worn materials are also being pulled and replacements ordered whenever possible. When titles are pulled the faculty will be notified so they may review them prior to withdrawal. The faculty recommended titles by Andy Goldsworthy be added to the collection. The AV collection is adequate for the needs of the program. Professor Fineman commented that any video titles he wanted to recommend were already available in the collection.

Two primary online tools available on the Library website are Camio (Catalog of Art Museum Images Online) and the ImageQuest database that provides copyright free access to images for use within any resource.

In addition to articles on art found in general magazines, the Library subscribes to the following periodicals which support the Visual Arts program:

*American Craft*      *Ceramics Monthly* (current issue routed to the pottery lab)  
*Clay Times*          *Art in America*

Several subscriptions were canceled since the last program review for lack of use and by faculty request. Back issues were retained for *Afterimage*, *American Artist* and *Interior Design*. These

titles were discussed with the faculty and they recommended only keeping back issues from 2000- for *Afterimage* and *American Artist* but retain all back issues for *Interior Design*. They also recommended cancelling the subscription to *American Craft* and withdrawing all back issues. The Library's online article databases provide access to many other art related journal and newspaper articles that also support the program.

The Library is committed to providing the appropriate resources and assisting students and faculty with their use. In the upcoming year the budget will require more critical evaluation of resources and requests for new materials but will ensure the needed resources are available to support the curriculum and student/faculty needs.

- e. The institution's curricular evaluation involves alumni, employers, and other external constituents who understand the relationship among the course of study, the currency of the curriculum, and the utility of the knowledge and skills gained.

OCCC has established specific curriculum patterns for transfer programs leading to the Associate in Arts (A.A.) or Associate in Science (A.S.) degrees. Describe program coordination efforts, partnerships and relationships with transfer institutions.

Program personnel monitor university degree patterns regularly, especially as a component of student advisement, and particularly when there is a specific intended receiving institution. OCCC Visual Arts program has been designed to enable diverse options for transfer, both within and outside of the state. However, each receiving institution may have some unique requirements that students may inevitably have to address upon transfer.

A program representative attends and actively participates in state course equivalency meetings to be sure course descriptions are valid across the matrix.

Program personnel maintain productive contacts with area university programs and the program often shares adjunct instructors with them. Former OCCC adjuncts now teach full time at the University of Oklahoma, Southwestern Oklahoma State University and the University of Science and Arts of Oklahoma.

- f. The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

The program prides itself on its efforts to work with students at their individual entry skill levels and gradually brings them up to a level competitive with university foundation Visual Arts programs. Education in the Visual Arts involves recognition of individual abilities and the development of strategies for enabling necessary standards of student comprehension, utilization of core concepts and performance.

### 3. Minimum Productivity Indicators

The following are considered to be the minimum standards for degree program productivity (averaged over five years). Programs not meeting these standards may be identified for early review as low producing programs. Institutions will be notified of programs not meeting either one of the two standards listed below and other quantifiable measures in this section.

- a. Number of degrees conferred (averaged over five years, minimum standard: AA/AS/AAS 5)

The Visual Arts program has conferred 15.6 AA degrees per year averaged over five years (FY 2011 - FY 2015) exceeding the minimum standard of 5.

- b. Number of majors enrolled (averaged over five years, minimum standard: AA/AS-25 AAS-17)

The Visual Arts program has maintained an average enrollment of majors of 201 over a five year period (FY 2011 - FY 2015) exceeding the minimum standard of 25.

### 4. Successful Course Completion

- a. Report the successful completion rates of all major courses in the program.

	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
ART-1123	76.5%	75.6%	83.3%	80.3%	76.4%
ART-1183	54.8%	54.5%	62.5%	71.4%	82.0%
ART-1203	85.0%	94.7%	89.5%	90.0%	93.8%
ART-1213	70.2%	71.8%	75.3%	64.7%	75.9%
ART-1233	100.0%	86.7%	90.0%	95.0%	88.9%
ART-1243	93.3%	88.9%	94.9%	95.2%	93.3%
ART-1363	33.3%	100.0%	100.0%	n/a	100.0%
ART-2013	81.4%	77.0%	80.0%	88.0%	84.6%
ART-2133	68.4%	90.9%	88.2%	n/a	n/a
ART-2143	88.0%	82.6%	82.3%	90.9%	87.8%
ART-2183	95.8%	87.5%	89.7%	88.9%	83.3%
ART-2233	100.0%	100.0%	100.0%	n/a	n/a
ART-2263	95.8%	92.3%	94.2%	95.0%	72.7%
ART-2643	85.7%	100.0%	75.0%	40.0%	100.0%
ART-2821	100.0%	100.0%	94.4%	91.3%	86.7%

- b. Report the successful completion rates of all general education courses in the program.

	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
ART-1013	73.2%	74.4%	80.8%	61.3%	78.2%
ART-1023	84.3%	82.6%	68.1%	83.3%	85.7%
ART-1053	77.6%	67.7%	69.3%	69.5%	72.8%

- c. Describe program student success initiatives.

1. A concentrated effort has been made to provide multiple open lab times for students to complete or make up work. Full time faculty make themselves frequently available to provide additional instructional support.
2. An effort is made in advisement to engage students so they complete program and general education courses in beneficial sequences.
3. The program has a practice of allowing, where possible and appropriate, many student projects

in core classes to be reworked and resubmitted for grading following critique and/or initial grading because of an expectation of risk taking and problem solving in project criteria. Program adjuncts are encouraged to embrace the practice in their own classes.

4. Repetition of appropriate shared techniques and concepts between courses ensures student development. For example, triangulation mapping and chiaroscuro are taught in all drawing and painting classes.
5. Revision of course prerequisites to include appropriate levels of English Composition. Students who read and write at high levels are more prepared to embrace Visual Art concepts that include abstract analytical thought, and they perform better in courses that require textbooks.

d. Describe results from success initiatives and future plans to increase student success based on success initiative results.

1. Student performance and resulting completion rates are good.
2. Graduation numbers are good despite a trend of decreasing enrollments over the last five years.
3. Return enrollment in additional Visual Arts courses by non-majors is common.

5. Other Quantitative Measures

- a. The number of courses taught exclusively for the major program for each of the last five years and the size of classes for each program level listed below:

1000 Level Courses Exclusive for the Major				
FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
24	25	24	21	21
2000 Level Courses exclusive for the Major				
FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
16	15	13	12	11
All level Courses Exclusive for the Major				
FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
40	40	37	33	32
1000 Level Average Class Size				
FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
16	14.7	14.0	13.0	12.4
2000 Level Average Class Size				
FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
13.9	13.8	13.7	12.9	12.0
Average Class Size All Levels				
FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
15.1	14.4	13.9	13.0	12.3

- b. Student credit hours by level generated in all major courses that make up the degree program for five years.

1000 Level Courses within the Visual Arts AA Program				
FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
2,520	2,427	2,088	1,674	1734
2000 Level Courses within the Visual Arts AA Program				
FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
894	817	756	656	495
All Level Courses with the Visual Arts AA Program				
FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
3,414	3,244	2,844	2,330	2,229

- c. Direct instructional cost for the program for the review period.

Oklahoma City Community College (OCCC) offers online courses (computer based/Internet) which allow students the freedom from attending regularly scheduled course meeting times while still earning college credit. Online courses are similar to traditional, on campus courses in that they have a regular class schedule, assignment due dates, and the expectation of student interaction. OCCC has committed resources for the creation of specialized resources for online students with the goal of increasing student success. These resources include a customized section of the OCCC website to assist them as they progress in their academic studies via distance and an orientation to the College's Learning Management System. We also provide virtual tutoring in the Math and Communication labs in addition to 24-7 tutor support through GradeResults to further customize and personalize online students' education. The cost of these initiatives and efforts totals \$42,196. The cost of 24-7 technology support for student and faculty support those working within

the learning management system is \$70,500.00 (not including staff salaries 7:30-5:30 M-F).

Technology use in the classroom continues to expand to meet the needs of our students. 190 of our classrooms are equipped with permanent multimedia equipment with the availability of mobile carts to increase the number of high tech classrooms to 100%. The cost incurred with this multiyear effort was \$1.55 Million. A faculty committee submitted a proposal for a classroom design that supports flexibility in classroom functionality including thin clients, a smaller folding presentation, and moveable furniture. This committee's proposal was adopted and supported by the Academic Affairs' Deans and President's Cabinet. Through a multi-department effort a total of \$150,000 were spent to redesign three classrooms to support active learning and cooperative learning formats of instruction as well as a more traditional lecture style. Faculty members are continuing to utilize student response systems, SmartBoards, interactive projectors, tablets, and network computing devices in classrooms. OCCC continues to support the utilization of technology in the classroom so faculty can continue to engage students. The Center for Learning and Teaching offers multiple learning opportunities for faculty related to strategies for incorporating technology into instruction effectively as well as the use of the College's Learning Management System, Moodlerooms. The CLT team has strategically worked to meet the needs of our 163 full-time faculty as well as the 490 adjunct faculty members. They support them through organized workshops, online training modules, and individual faculty consultations conducted via phone, Skype, email, or in person. The consultations focus on instructional strategies, course design/redesign, assessment construction, selection and use of instructional technology, and aspects of using the College's LMS.

- d. The number of credits and credit hours generated in the degree program that support the general education component and other major programs including certificates.

The Visual Arts program generated 9 credits supportive of the general education component in FY 2015.

The Visual Arts program generated 861 general education course hours in FY 2015.

- e. A roster of faculty members including the number of full-time equivalent faculty in the specialized courses within the curriculum.

Full-time Equivalent Faculty for Specialized Courses within the Curriculum for FY 2015.

ART-2013	21
ART-2143	12
ART-2183	18
ART-2263	12
ART-2643	6
ART-2821	6

- f. If available, information about employment or advanced studies of graduates of the program over the past five years.

N/A

- g. If available, information about the success of students from this program who have transferred to another institution.

#### **Program Output from Graduate Surveys Years 2010 - 2014**

2014: 11 of 22 graduates (50%) responding. 45.5% of respondents attending college.  
2013: 8 of 15 graduates (53.3%) responding. 80% of respondents attending college.  
2012: 7 of 14 graduates (50%) responding. 57.1% of respondents attending college.  
2011: 9 of 13 graduates (69.2%) responding. 77.8% of respondents attending college.  
2010: 14 of 17 graduates (82.4%) responding. 78.5% of respondents attending college.

**Reported difficulties with credit transfer by number of graduates**

2014: -----  
 2013: 1  
 2012: 1  
 2011: -----  
 2010: 1

**Average = prepared graduate for continued education on 1-10 scale**

2014: -----  
 2013: 8.00  
 2012: 9.20  
 2011: 7.29  
 2010: 7.36

**% who met educational goals at OCCC**

2014: 100%  
 2013: 100%  
 2012: -----  
 2011: 100%  
 2010: 87.5%

**Average satisfaction with OCCC on scale of 1-10**

2014: 9.09  
 2013: 7.25  
 2012: 9.14  
 2011: 8.67  
 2010: 8.00

**Would recommend OCCC to others:**

2014: 90.9%  
 2013: 87.5%  
 2012: 100%  
 2011: 100%  
 2010: 100%

These are aggregate scores that do not separate the Visual Arts program from students' overall experience at OCCC. However, state institutions are attempting to recruit transfers of OCCC students upon graduation through requests for on campus presentations. The program hosted a representative from the University of Oklahoma in Fall 2015 as well as a representative from the School of the Art Institute of Chicago. In Spring 2016 the program hosted representatives from the University of Central Oklahoma and Oklahoma City University. The past year the program hosted a representative from the Kansas City Art Institute. The University of Science and Arts of Oklahoma representatives met with the Dean of Arts and program faculty in Spring 2016 to compare programs and discuss student transfers.

**Transfer Student Performance**

Type of Student	2011 GPA	2012 GPA	2013 GPA	2014 GPA	2015 GPA
<b>UCO</b>					
OCCC Transfer	2.9	2.9	2.8	2.9	2.9
All Undergraduates	2.8	2.8	3.0	2.9	2.9
<b>OSU</b>					
OCCC Transfer	3.0	3.0	3.1	3.0	3.1

All Undergraduates	3.0	3.0	3.1	3.0	3.0
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**OU**

OCCC Transfer	3.2	3.2	3.2	3.0	2.9
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All Undergraduates	3.1	3.1	3.0	3.2	3.2
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Source: UCO, OSU and OU OCCC transfer students at OSU had a higher GPA than their native students. OCCC transfer students had the same grade point average as the native students at UCO. OCCC transfer student GPA at OU was lower than all OU undergraduates.

## 6. Duplication and Demand

- a. Demand from students, taking into account the profiles of applicants, enrollment, completion data, and occupational data.

The program maintains a healthy enrollment of Visual Arts majors from a variety of economic and cultural backgrounds as well as from across the metro area. Transfer intentions for these students encompass a broad range of receiving institutions, primarily in state but occasionally out of state. Target programs for transfer include, primarily, Visual Arts, but also programs such as Fashion Design, Interior Design, Art Therapy, Graphic Design or Education.

The program also serves a broad range of elective enrollments from the larger college student body with enrollments in both studio courses and lecture courses.

Art Appreciation and Art History Survey courses are offered on line as well as on campus. The on line courses fill their enrollment caps regularly.

The Art History Survey I and II on line sections were created to serve an on line Humanities degree plan at OCCC but also serve broader student enrollments.

The Program also sees elective non-degree seeking enrollments.

Concurrent enrollment Art Appreciation classes are offered on request at area high schools.

Completion data compares very favorably with other programs within the institution.

Enrollments in some course sections have declined over the last five years, although Drawing courses and on line Art Appreciation enrollments have remained particularly strong. Student advisement conversations indicate many students are reducing their course load per semester to twelve credit hours or less, often extending their degree tract time lines. However, the program has worked with the Dean of Arts to strike a balance between course section enrollment and the need to offer adequate sections to serve students whose family/work schedules make it difficult to fit into a narrow range of options, particularly program majors.

- b. Demand for students produced by the program, taking into account employer demands, demands for skills of graduates, and job placement data.

N/A

- c. Demand for services or intellectual property of the program, including demands in the form of grants, contracts, or consulting.

N/A

- d. Indirect demands in the form of faculty and student contributions to the cultural life and well-being of the community.

Program faculty juried the annual art fair for the Firehouse Art Center in Norman in Fall 2015. Professor Jeremy Fineman served as advisory board member and volunteer for the OCCC Art Festival Fall 2015, also recruiting student volunteers.

Professor Douglas Blake has served in the past as juror for the OCCC Art Festival. Art Lab Assistant Nora York has recruited students to exhibit work in a booth at the OCCC Art Festival in previous years.

- e. The process of program review should address meeting demands through alternative forms of delivery.

The Visual Arts program offers two online Art Appreciation sections during Fall, Spring and Summer semesters for a total of six sections per year.

The program offers Art History Survey I on line in the Fall and Art History Survey II on line in the Spring.

The program will offer an intersession Art Appreciation section that includes travel to Paris, France in 2016.

The program offers a specialized Art Appreciation class called Understanding Art in OKC which visits art facilities and exhibitions around the metropolitan area.

The program also offers Art Appreciation sections upon request as concurrent enrollment classes at area high schools.

#### 7. Effective Use of Resources

The resources used for a program determine, in part, the quality of the educational experiences offered and program outcomes. Resources include financial support (state funds, grants and contracts, private funds, student financial aid); library collections; facilities including laboratory and computer equipment; support services; appropriate use of technology in the instructional design and delivery processes; and the human resources of faculty and staff. The efficiency of resources may be measured by cost per student credit hour; faculty/student ratio; and other measures as appropriate. The effective use of resources should be a major concern in evaluating programs. The resources allocated to the program should reflect the program's priority consistent with the institution's mission statement and academic plan.

1. The program awards a limited allotment of tuition fee waivers to Visual Arts majors annually.
2. Many program students are attending college with the assistance of financial aid.
3. "Dead" times of the labs are used for open lab time and the staging of grading opportunities for faculty. VPAC 106, in particular, is used for projected lectures for classes that are scheduled in other labs, critiques, miscellaneous presentations or meetings, one on one student meetings, grading of student projects and photographing of student artwork (program assessment and ART 2821 Portfolio Presentation and Development).
4. The program makes full use of the equipment in the labs including easels and ceramic equipment as well as the dual projector capacity in VPAC 122.
5. The ART 2821 capstone Portfolio exhibition takes place in the Inasmuch Foundation Gallery every fall and spring semester.
6. Program adjuncts are assigned courses according to individual strengths of subject knowledge and teaching styles, striking a balance between program needs, the development of their teaching abilities, and the maintenance of a strong pool of adjunct instructors.
7. Full time instructors adopt flexible teaching schedules and office hours according to program and institutional needs.
8. Full time faculty serve on institutional committees.
9. Full time faculty teach a minimum course load of five sections per semester.

10. The program budget resources have remained level for a number of years.
11. Full time faculty serve as new adjunct mentors and, occasionally, new full time faculty mentors.
12. The program offers Art History Survey I and II classes as well as Art Appreciation classes on line as well as on campus.
13. The program accepts support electives from other programs, particularly Digital Media Design. A number of these courses are cross listed as ART prefix courses.

#### IV. Program Review Recommendations

This section is a description of recommendations that have been made as a result of the review and of actions that are planned to implement these recommendations. Recommendations should be clearly linked and supported by the information and analyses that were articulated in the previous sections and should contain a realistic strategy for implementation of any changes.

A. Describe the strengths of the program identified through this review.

1. The Visual Arts program continues to offer a steadily improving university parallel foundations core of courses.
2. The program offers a good number of support courses such as Ceramics, Mosaics, Photography Photoshop and Illustrator. Many of these classes are offered as cross listed courses in alliance with other programs within the institution.
3. The program is served by highly motivated and qualified faculty and staff.
4. The program has terrific dedicated labs for Drawing/Painting, 2D/3D Design, and Ceramics .It also has the use of a lecture room with dual projection capacity for Art History Survey and Art Appreciation courses.
5. The newly completed theater wing of the Visual and Performing Arts building contains a beautiful and functional art gallery (Inasmuch Foundation Art Gallery).
6. Program personnel are proactive in utilizing assessment for program improvement and in evaluating the assessment protocol for improvement.
7. The program engages in the OCCC mentoring program for all new program faculty.
8. Curricula and teaching pedagogies are evaluated in an ongoing effort to improve the quality of Visual Arts education.
9. Regular visits are made to capstone exhibitions of local universities to adequately compare programs.
10. The program enjoys the active support of the Dean of Arts.
11. Two full time program faculty hold MFA degrees in Visual Art as do all current studio adjunct instructors. Art History adjunct instructors currently hold at least an MA in Art History.
12. The program is supported by a part time Art Lab Assistant who maintains open lab sessions in Ceramics and Mosaics, providing expert technical assistance and tutoring for students.

B. Describe the concerns regarding the program that have been identified through this review.

1. The approved support course list is out of date with many courses from other programs changed, dropped or renamed.
2. The Drawing/Painting lab (VPAC 107) suffers from an inability to adequately control lighting on a project specific basis. There is track lighting along one wall, and two rolling spotlights were constructed, but this remains inadequate.
3. The ceramics lab currently has one small raku kiln which can only fire one or two objects at a time creating a bottleneck in raku firings for students.
4. There are discrepancies between Visual Arts programs at the University level. Most institutions

participate in state course equivalency meetings, creating uniform course descriptions for most program courses at the foundations (first two years) level so that transfer of credits between institutions is consistent. And most University programs are consistent in degree patterns in most respects, but there are often specific differences of courses required for completion of a bachelor's degree. These are usually, but not always, fairly minor, which leads to students taking additional courses upon transfer to complete foundations training at each receiving institution. This is especially the case when there are courses required that are unique to a specific program. Advisement of students at OCCC requires diligence in keeping up with these specific differences between programs and changes that might occur within a given program.

C. Develop a list of recommendations for action that addresses each of the identified concerns and identify planned actions to implement recommendations.

1. Program faculty should evaluate and revise the approved support courses in accordance with the goals of the program, submitting the revision to the Dean of Arts and the Curriculum Committee.
2. A program request that the remaining two walls in VPAC 107 have track lighting, and that a configuration of track lighting be installed in the center of the room. These should have independent dimmable controls.
3. A program request for a second raku kiln (natural gas or propane) would greatly facilitate ceramics education at OCCC:
  - a. Provide greater capacity and access for students to complete raku projects by alleviating congestion and backlogs in class.
  - b. Provide the ability to perform reduction firings. Both clay bodies and glazes respond differently in the two different basic types of firing: oxidation and reduction. Oxidation and reduction firings are basic components of undergraduate education in Ceramics.
  - c. The inherent theatrics of raku firings provide great possibilities for student recruitment and program/OCCC promotion through public demonstrations and events.
4. The pursuit of 2+2 transfer understandings with receiving institutions within the state would provide greater clarity in advisement and facilitate keeping track of curriculum developments at those institutions so that the OCCC Visual Arts program may continue to offer students the best possible solutions for their continued education.

D. Provide institutional recommendations as the result of the program review and planned actions to implement recommendations.

Item 1 can be completed within the calendar year.  
Items 2 and 3 should be requested as part of the regular budget process.  
The Dean of Arts and Visual Arts faculty plan to meet with university programs throughout the coming year to work on 2+2 agreements in order to address Item 4.





