

Instructional Program Review

This document addresses the following SACSCOC requirements: CR 2.5, CS 3.3.1, CS 3.5, and FR 4.1.

Purpose

Amarillo College instructional programs consistently review data and strive for improvement.

The purpose of this review is to demonstrate how AC instructional areas support AC's mission by *"enriching the lives of our students and our community."*

On an annual basis the Program Review process will capture a holistic view of a department's/program's strengths, weaknesses, and improvement plans based on institutional data and assessment information.

The information collected on this form will also serve to help your division complete the information required by SACSCOC for Amarillo College's continued reaffirmation efforts.

Response Length Suggestion: Most responses should be 2-3 sentences.

If available, you may also provide a link/reference to other documentation that answers each question.

I: Identification

- 1. Department or Program Title(s)** (Department Chairs List Dept.; Coordinators List Program):

Art

- 2. Department and/or Program(s) Purpose Statement:**

1. To graduate students who can demonstrate analysis in the creative process.
 2. To graduate students who can demonstrate synthesis in the creative process.
 3. To graduate students that demonstrate teamwork skills through completion of collaborative assignments and projects in our Visual Arts Creative Arts Core courses.

- 3. Program Review Year (i.e. Most Recent Academic Year)**

2014-2015

- 4. Date of Submission:**

August 2015

- 5. Lead Person Responsible for this Program Review:**

Name: Victoria Taylor-Gore
 Title: Chair, Visual Arts
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- 6. Additional Individuals (Name and Title) Responsible for Completing this Program Review:**

II: Program Enrollment and Success Data

Use baseline data that will enable you to determine the status of your program (compare the most recent data to previous year data, compare your program to any existing state standards, or consider any other relevant factors). Please use Firefox or Chrome browser to open links.

1. Based on the most recent reported data, please evaluate your program(s).

A. Overall Program Data (Complete this section if your dept. produces any certificate and/or terminal degree.)
(Place an 'X' in each text box that corresponds to your evaluation.)

Student Data Reported/Collected	Needs Improvement	Meets Standards	Exceeds Standards	Not Applicable
a. Employment Rates/Wages (EMSI , College Measures , CREWS , Perkins)		X		
b. Completion		X		
c. Licensure Pass Rates			na	
d. Retention (FA-SP) and (FA-FA)		X 76.5%		
e. Grades A-C	X 74.1%			
f. Annual Enrollment		X		
g. Survey, Focus Group, & Related Data			na	

Based on the data in Part A, respond to the following two questions:

- i. Identify one area in which your program(s) excel.

[Retention rates](#)

- ii. Identify one area in which your program(s) need to most focus for the next few years.

[Overall passing rates](#)

B. Course-Specific Data (Complete this section to evaluate the courses that fall under your dept./program.)
(Place an 'X' in each text box that corresponds to your evaluation.)

Student Data Reported/Collected	Needs Improvement	Meets Standards	Exceeds Standards
a. Grades A-C (IDS - Race/Ethnicity)		X	
b. Grades A-C (IDS - Age)	X 20-24 yrs		
c. Grades A-C (IDS - Gender)		X	
d. Grades A-C (IDS - First Generation)		X	
e. Grades A-C (IDS - Pell)		X	
f. Grades A-C (IDS - Full/Part-Time)		X	
g. Course-level Enrollment (IDS)		X	
h. Survey, Focus Group, & Related Data	na		

Based on the data in Part B, respond to the following two questions:

- i. Identify two courses that are doing well.

[All courses are doing relatively well. Program has over 70% success rate.](#)

- ii. Identify two courses in which your dept./program(s) needs to most focus for the next few years.

We will continue to enhance and improve all core classes to meet core objectives of social responsibility, critical thinking, teamwork and communication.

III: Institutional Initiatives

PART A – No Excuses:

Each department/program is expected to support student success initiatives.

List 1 or more ways your program(s) most focus on any of the [No Excuses goals/initiatives](#) and how you have helped AC fulfill its No Excuses goal.

No Excuses - Goal 5 Attainment of Credentials
To prepare graduating A.S. Fine Art majors to transfer to a senior-level institution to complete a baccalaureate degree in fine arts.

PART B – Strategic Planning:

Each department/program is expected to support [AC's Strategic Planning](#) initiatives.

1. Identify at least one strategy or task from the Strategic Plan your area(s) currently addresses/evaluates.

Expand Student Success.
Align AC learning outcomes with THECB outcomes which emphasize 21st century skills (AC Strategic Plan through 2015: Strategy 1.4).

2. (If applicable) What additional item(s) should AC's Strategic Plan address?

PART C– General Education Objectives

SACSCOC requires that the College prove attainment of general education competencies by all students. AC has adopted the below objectives for our core curriculum assessment, but you may add additional objectives you teach. Additionally, AC expects that learning objectives are present and are being evaluated in all courses.

1. Provide a listing of which courses in your department/program(s) teach these general education objectives. For assistance in identifying educational objectives in non-core courses, refer to the [ACGM/WECM](#).

(List individual course prefix, state “all courses”, state “N/A” for an objective, etc.):

Objective	Course(s)
Communication Skills	All courses
Critical Thinking Skills	All courses

Empirical & Quantitative Skills	NA
Teamwork	ARTS 1301, ARTS 1303/1304, ARTS 1311, ARTS 1316 ARTS 2346, ARTS 2356, ARTS 2289
Personal Responsibility	All courses
Social Responsibility	All courses
Note: May Insert other Objective(s)	

2. Briefly explain how your department/program(s) have recently (i.e. past year) identified and ensured that these general education objectives are taught throughout each course section.

Full-time coordinate with adjunct faculty to make sure all course content is consistent with the general education objectives.

3. What method(s) are your faculty using to assess the required objectives in your courses?

(List individual course prefix, state "all courses", state "N/A" for each method, etc.):

Method	Course(s)
Capstone Project/Exam	ARTS 1316/1317, ARTS 1301, ARTS 2316/2317
Embedded Questions	NA
Licensure Exam	NA
Portfolios	ARTS 1316/ARTS, ARTS, ARTS 2346/, ARTS 2316/2317
Projects/Essays	All courses
Testing (i.e. course-based testing; finals)	ARTS 1316/ARTS 1317, ARTS 1301, ARTS 1311, ARTS 1303/1304
Note: May Insert other Method	

4. Briefly address any improvements made in your department/program(s) based on your data findings.

We have introduced team assignments and Improvements in peer review. Computers have been added to the Design I classes to aid students in design research and projects.

5. In which course(s) have you implemented critical reading and thinking strategies? What strategies did you use? How would you evaluate your success in implementing these strategies? Are there strategies you discovered that you would like to share with your colleagues? Do you feel that your department/program could benefit from more professional development in this area?

Critical reading, thinking and problem solving are key skills in all of our courses and in the field as a whole. Teamwork is involved in some art courses. Students work on problem based projects which require critical thinking and analysis. Interpreting and analyzing project requirements and objectives. Critical analysis and peer review.

PART D: Core Curriculum Assessment – Program Outcomes

Complete this Section ONLY for Programs Directly Responsible for Core Curriculum Courses

The Texas Higher Education Coordinating Board (THECB) has identified 3-4 core objectives (competencies) that each core curriculum course is required to teach and assess.

You may either collect data and information from all core curriculum courses in your program/department or you may attach a separate document for each course/area in your department/program that answers the questions below.

1. Do you certify that your courses annually assess and collect data on the core objectives as required by the THECB?

Yes	No
x	

2. Do you certify that each course section is equitable in their assessment of the collection of data and assessment required by the THECB?

Yes	No
x	

3. Do you certify that the work assessed has an equal chance (i.e. you did not “cherry pick” the best student work) for assessment?

Yes	No
x	

4. Briefly describe the internal and external data you used to form your assessment benchmarks. Note: The THECB requires external data (e.g. [CCSSE](#)) be used to create your benchmarks.

Peer evaluations and artifacts from core curriculum assignments, AC Strategic Plan, CCSSE General Education Results. We based success data on a traditional measurement of 70% meeting a given outcome as an assessment measure.

5. The “[Call for Course Proposals for Inclusion](#)” contains a description of each assignment/activity, direct assessment method, etc. for each of your department’s/program’s courses in the core curriculum.

For each course approved for core curriculum inclusion, provide the following information:

- a) Provide a link to or copy of your data results and/or a summation of your results for each required competency for each core curriculum course in your program.

[Core Evaluation Results/Attachment 5a](#)

- b) Did you meet your benchmark/target in each course? If not, do you need to adjust your benchmark or adjust the instruction to meet the benchmark?

Communication benchmark low in ARTS 2346 and Social Responsibility low in ARTS 2346 and ARTS 1303. Instruction will be improved.

- c) Provide information on your data collection strategy (e.g. each faculty member collected data, sampling of student work collected across sections used, etc.):

One assignment is given in each course section that covers the objectives listed above. The assignment can be an essay and/or visual projects and must include a team essay and/or visual presentation that deals with the relationship of photography and social responsibility. Artifacts are collected over all course sections including essays (actual copies or digital files) and/or visual projects (PowerPoint slides, pdfs, or jpg. files) and the VA assessment team faculty evaluated 50% of random samples of collected artifacts across course sections (essays and/or visual projects. using a rubric by a faculty team within the Visual Arts department.

Student peer evaluations were completed by each individual student on a team and evaluated by the faculty team.

Benchmark - 70% of the collected artifacts will score 3 out of 5 or better on a 5 point scale with 5 being the highest score.

- d) Please explain how your results were evaluated (e.g. a team evaluated the data, data was collected from every student in the course via Blackboard, etc.):

Artifacts are collected over all course sections including essays (actual copies or digital files) and/or visual projects (PowerPoint slides, pdfs, or jpg. files) and the VA assessment team faculty evaluated 50% of random samples of collected artifacts across course sections (essays and/or visual projects. using a rubric by a faculty team within the Visual Arts department.

- e) How do you ensure your results are not biased and are reliable (i.e. inter-rater reliability)?

All spring projects were evaluated.

- f) Please list the facts you feel contributed to your results (Analysis):

This review demonstrated that most of the students are mastering the four key competencies taught in this class. Simply increasing the instructional emphasis in some areas will most likely lead to meeting all benchmarks.

- g) How have you or will you improve student learning in each course based on the most recent assessment results?

ARTS 2356 Fundamentals of Photography I

- More visual thinking skills
- Captions need to be added to student work
- More guidance concerning topic choices and maintaining focus on their topic
- Students need to start earlier in the semester on their own images

ARTS 1316 Drawing I

- Add a conclusion for students to state what they learned
- Narrow the topic – focus on drawing
- Add narrative of presentation

ARTS 1311 Design I

- Students need to choose a specific artist
- Check points or rough drafts periodically to make sure students are on track
- Point student to more specific artists using 2-D upcycling
- Ask more leading questions for critical thinking
- Make sure group artifact is collected

ARTS 1303 Art History I

- Narrow the topic and subject
- Compare & contrast
- No Powerpoint presentations
- Assign 5 groups
- Use example of print ad

ARTS 1304 Art History II

- Consider assigning later in the semester with conclusion at end of course
- Use GoogleDrive to work in groups
- Set up discussion board and have students post conclusion/comments/peer review
- Add video

ARTS 1301 Art Appreciation

- Ask leading questions for critical thinking
- Narrow subject
- Students need to examine individual artists
- Put artifacts in one document when possible
- Use instructions with more clarity

ARTS 2346 Ceramics I

- Find way to integrate teamwork with actual artifact
- Have students research and submit an essay on the artifact they will create
- Discuss giving away bowls to help others as conclusion
- Work on tying everything together in one artifact
- Assign a rough draft & require students to use the Writer's Corner

6. For each core curriculum course and each core objective, please include a copy of the assessment instrument and five randomly selected, evaluated assessment samples with this form. Some examples of things you may include with your submission are as follows:
- o **Embedded Questions** – Copy of possible question bank and copy of five student work samples that include questions from the question bank
 - o **Juried Assessment** – List of members on juried panel and copy of five panel evaluations. If student performance, picture or work, etc. is available, include that with your submission as well.
 - o **Pre-Post Test** – Copy of pre-test/post-test questions and five samples of student work from pre-test and five samples of same students' work from post test
 - o **Rubric** – Copy of rubric and copy of five student work samples
 - o **Other Types of Assessment** –Use the above bullets as a reference point for what you may wish to provide. Please contact the Director of Institutional Effectiveness with specific questions.

Also, if it is not clear, please identify on your student work the portions of the student work that address the required THECB objective/s.

IV: Conclusions

1. How have you or your staff adjusted your pedagogy (method and practice of teaching) to improve your academic quality and/or aid in some other area related to student success?

Teaching methods and projects are discussed during our creative core meetings.
 Always revising curriculum to be
 Faculty members share strategies.
 Full-time faculty mentor adjuncts.

2. What program improvement opportunities are available to your staff (e.g. external curriculum committees, trainings, etc.)?

AC training opportunities
 Professional development workshops/classes/lectures/exhibits at their own cost.

3. What is the biggest issue/obstacle that your program currently faces?
 Please explain the issue, point to evidence supporting why your issue is important (addressed in this document or elsewhere), explain how you would like to fix the issue, and explain any budgetary constraints.

*Recruiting efforts – Dept. Chair and assistant are working on a recruitment strategy
 *Need for more adjunct training on BB gradebooks.
 *We also have a critical need for exhibition space.

4. Additional Comments Pertinent to this Review (Not Required):

VA TEAMWORK STUDENT PEER EVALUATION - Please review the Teamwork Student Peer Evaluation form so that you will understand how your team members will evaluate you. When you have finished your team project, you will fill out this peer evaluation form completely (rating yourself and all your team members), and then you will turn it in. This peer evaluation form is required and will be considered as part of your grade for this project.

Team Member's Name and Rating Justification (Please Print)	Contribution Rating - Designate by highlighting your selection.
Your Name:	1 2 3 4 5
Comments:	
Team Member Name:	1 2 3 4 5
Comments:	
Team Member Name:	1 2 3 4 5
Comments:	
Team Member Name:	1 2 3 4 5
Comments:	
Team Member Name:	1 2 3 4 5
Comments:	
Team Member Name:	1 2 3 4 5
Comments:	
Team Member Name:	1 2 3 4 5
Comments:	

GROUP CHARACTERISTIC KEY – Use Key to Help with Team Member Ratings/Justification

<p>5 Excellent</p>	<p>A rating of <u>5</u> consistently demonstrates the following:</p> <ul style="list-style-type: none"> ³⁵/₁₇ Contribution: Contributes work/ideas that are above the quality or quantity of work/ideas required OR takes the initiative to be a good leader by assisting in the delegation of group activities and guiding the group to assure that the end product is complete and of high quality. ³⁵/₁₇ Cooperation: Exhibits a positive attitude toward the assigned project, all individually assigned tasks, and all group members. Engages in effective information sharing through the discussion of ideas, active listening, and takes strides to avoid monopolizing the group process. Accepts that all group members have a shared purpose and that alternative viewpoints are just as valid for consideration as one's personal ideas. Actively seeks ways to avoid or solve problematic situations within the group environment. ³⁵/₁₇ Self Management: Demonstrates an excellent work ethic by meeting all deadlines, prioritizing personal projects, and fully focusing on all assigned tasks.
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<p>4 Good</p>	<p>A rating of <u>4</u> demonstrates the following:</p> <p>³⁵₁₇ Contribution: Contributes quality work/ideas that meet the assignment's requirements OR effectively fulfills any assigned leadership role and shows a willingness to assist others.</p> <p>³⁵₁₇ Cooperation: Exhibits a generally positive attitude toward the project, assigned tasks, and group members. Is interested in discussing ideas and listening to the ideas of others. Does not cause problematic situations within the group environment.</p> <p>³⁵₁₇ Self Management: Demonstrates a good work ethic by meeting all deadlines, prioritizing personal projects, and generally focusing on all assigned tasks.</p>
<p>3 Average</p>	<p>A rating of <u>3</u> demonstrates the following:</p> <p>³⁵₁₇ Contribution: Contributes work/ideas that meet the group's baseline expectations OR completes all assigned tasks, but does not show a willingness to assist others.</p> <p>³⁵₁₇ Cooperation: Exhibits an acceptable attitude toward the project, assigned tasks, and group members. Offers few ideas or can at times monopolize the sharing of ideas (too little or too much) and may not fully buy into alternative viewpoints. Does not cause problematic situations within the group environment.</p> <p>³⁵₁₇ Self Management: Demonstrates a fair work ethic by meeting all final deadlines (group pre-set deadlines for completion may/may not have been met), prioritizing personal projects enough to meet the final deadline, and having enough focus to not distract other group members from the task at hand.</p>
<p>2 Poor</p>	<p>A rating of <u>2</u> demonstrates the following:</p> <p>³⁵₁₇ Contribution: Contributes work/ideas that are of low quality or less quantity than what was expected OR needs constant prodding to complete individual tasks.</p> <p>³⁵₁₇ Cooperation: Does not always exhibit an acceptable attitude toward the project, assigned tasks, and group members OR does not always effectively engage in information sharing/acknowledging a shared purpose. Causes some problems within the group environment.</p> <p>³⁵₁₇ Self Management: Demonstrates a deficiency in work ethic by either not meeting a deadline, showing poor prioritization that interrupts the group's ability to complete tasks, OR possesses a lack of focus that is distracting to others.</p>

1 Unacceptable

A rating of 1 demonstrates the following:

³⁵₁₇ Contribution: Did not contribute work/ideas OR complete any assigned tasks.

³⁵₁₇ Cooperation: Exhibits a hostile attitude toward the project, assigned tasks, and group members OR a hostile and/or know-it-all attitude during information sharing. Causes many problems within the group environment.

³⁵₁₇ Self Management: Did not meet any deadlines, hampered the group's ability to complete the overall project, and/or demonstrates no focus.