Amarillo College

Program Review
Form for External Review Committee

Instructional

Form ID
185
Division
Language, Communication, and Fine Arts
Department
Visual Arts
Program
Visual Arts
Review Year
2008-2009
Member Names
Michael Kopenits
Division Overview
Program/Department Purpose
State the purpose of the program/department. How is this purpose within the mission of Amarillo College? VISUAL ARTS Art -To provide academic and studio instruction in visual arts.

Graphic Design -To provide instruction and hands-on training in various design communication areas.

Photography -To offer skills in photographic communications and to provide a setting for visual enrichment.

The Department's Statement Purpose relates directly to [The Mission Statement](#) for Amarillo College. The Department can document with data that these goals are continuously monitored and are, in fact, being currently met by the Visual Arts Department.

Does the answer include a purpose statement for the program/department? Does the answer indicate how this program/department is within the mission of Amarillo College?

Acceptable

When was the last time the program's/department's purpose statement was reviewed/revised by faculty and staff in the program/department?

During the spring of 2008, each program's purpose statement was revised with input from all faculty and staff in each area.

Does the answer indicate the last time the program's/department's purpose statement was reviewed/revised by faculty and staff in the program/department? Does the answer indicate how this program/department is within the mission of Amarillo College? within the mission of Amarillo College?

Acceptable

If the program/department offers continuing education credits, how are these courses consistent with the mission of Amarillo College?

The Visual Arts Department is not offering continuing education credits at this time.

Does the program/department offer continuing education credits? Does the answer indicate how these courses are consistent with the mission of Amarillo College?

Acceptable

Does the program have admissions policies?
no
Where are the policies published?

Are all the locations where the policies are published included in the answer?

Acceptable
N/A

Explain how these policies are consistent with the mission of Amarillo College.

Does the explanation of how the policies are consistent with the mission of Amarillo College appear to

be accurate?

N/A

Is the program/department accredited?
no

Which agencies or organizations accredit the department/program?

Are the complete names of the agencies or organizations which accredit the department/program cited?

N/A

How many years are in the accreditation cycle?

How many years are in the accreditation cycle?

N/A

When were the accreditations affirmed or granted?

When were the accreditations affirmed or granted?

N/A

What is the current status of the accreditation?

Are the current statuses of the accreditations identified (e.g. accredited, in process of renewal, in process of candidacy, other)?
N/A
If not required, is the program eligible for accreditation?
N/A
Has this program/department sought accreditation even though it is not required (e.g. yes; If no, explain)?
N/A
Is this program/discipline required to receive approval from an external agency or organization (other than the Texas Higher Education Coordinating Board) in order to offer courses?
no
Identify the external approver(s) for the department/program.
IF the program/discipline is required to receive approval from an external agency or organization (other than

the Texas Higher Education Coordinating Board) in order to offer courses, was (were) the external approver(s) for the department/program identified?
N/A
What approval schedule is required by the external approver(s)?
Was the approval schedule required by the external approver(s) identified?
N/A
When did the program/department last receive approval?
When did the program/department last receive approval?
N/A
Is the reason why the program/department is required to receive this approval clear?
N/A
Improvements
Identify at least one example of an

improvement/revision which resulted from the annual PET forms for the last five years

Expansion of graphic design showcase to include student portfolio work from art and photography, with input from professionals in the industry

ART Pet Form
GD Pet Form
Photo Pet Form

After reviewing at least one example of improvements/revisions that resulted from the annual PET forms for the last five years, determine the extent that this program/department has used the PET forms to make improvements/revisions. Does this meet the minimum expectations for using PET forms to make improvements/revisions to the program/department?

Recommendation
PET form has 2008 analysis with the appropriate action plan. Should have analysis of these objective / outcomes of the action plan. Were they implementd, if so, what are the results / data collected?

Identify at least one example of improvements/revisions which resulted from the last Program Review.

A full-time graphic design/photography lab supervisor has been hired to assist faculty and students, maintain computers and software and secure the area from potential theft and harm.

The Visual Arts Department Chairman is now on a 10-month contract in order to advise incoming students in the summer and to tend to other routine administrative responsibilities.

After reviewing at least one example of improvements/revisions that resulted from the last Program Review, determine the extent to which this program/department values the Program Review process to make improvements/revisions.

Acceptable

Identify all the delivery approaches used for courses within this program/department: (Select all that apply.)
traditional classroom, web,

After reviewing all delivery approaches for courses within this program/department, is this program positioned for growth? Does the committee have recommendations for delivery options which will provide additional growth?

After reviewing at least one example of improvements/revisions that is a response to accomplish a strategy or

tactical objective within the Strategic Plan 2010-2015, determine the extent to which this program/department has contributed to the implementation success of the Strategic Plan? Does this department/program understand how it relates to the institution's future based on the Strategic Plan?

Concern
No mention in department review.

Identify at least one example of an improvement/revision that is a response to accomplish a strategy or tactical objective within the Strategic Plan 2010-2015.

1. More involvement and training of part-time faculty to help improve student success.

2. New Web/CIS program will be an innovative degree that combines graphic design skills with computer programming skills that in turn give the students real-world abilities in web design.

3. Expansion of graphic design showcase to include student portfolio work from art and photography, with input from professionals in the industry

4. Planned spring art workshop for high school students.

After reviewing at least one example of improvements/revisions that is a

response to accomplish a strategy or tactical objective within the Strategic Plan 2010-2015, determine the extent to which this program/department has contributed to the implementation success of the Strategic Plan? Does this department/program understand how it relates to the institution's future based on the Strategic Plan?

Acceptable

Does this Committee have recommendations as to how this program/department may contribute to the implementation of the Strategic Plan?

No further recommendations.

Provide names and titles of those who determined the process used to assess outcomes of the program and/or courses in the department.

Victoria Taylor-Gore, Visual Arts chair
Brent Cavanaugh, Instructor of Photography
John Chaka, Instructor of Graphic Design
Steven Cost, Associate Professor of Art
Pedro Gonzalez, Instructor of Graphic Design
Dennis Olson, Associate Professor of Art

Has the program/department had a broad base of involvement from a majority of faculty and staff with the program/department regarding implementation of student learning outcomes of the program(s) (or department) and courses? What recommendations does the committee have for increasing involvement?

Acceptable

Explain the primary reasons behind the competencies that were selected.

To prepare graduating fine art, AAS graphic design and photography majors to transfer to a senior-level institution to complete a baccalereate degree in fine arts.

To provide cultural and personal enrichment for non-art and non-professional photographers.

Prepare majors in a certificate program for entry-level employment and provide job enhancement skills for the working professional.

Prepare the individual for employment and to provide enhancement skills for the professional.

Do the selected competencies appear to be valid?

Acceptable

Identify the primary reasons for the assessment tool(s) selected.

These outcomes assessment tools are designed to achieve continuous student improvement in our department. By including evaluations from professionals in the community that evaluate our students using rubrics created by VA faculty.

Our department uses student surveys to evaluate satisfaction and attempts to track graduates and their success in continuing their education through continued contact after graduation.

Will the assessment tool(s) selected provide valid and reliable results?

Acceptable

Evaluate the assessment approaches to date.

Evaluations from outside professionals serve as a useful indicator of the creativity, professionalism and design skills of our upper-level students and allows for honest and informed feedback regarding the students' marketability in their field.

Student surveys will be rewritten to allow for more review of non-art majors' experience in our course as well as more specific needs of our students.

We will compile a database of graduates in order to attempt on-going communication with them so that we are aware of their continued education and/or employment.

Will the assessment approaches(s) selected provide valid and reliable results?

Acceptable

For student or program/course outcome assessments, review the program's/department's five-year graph(s) of quantitative results or provide a brief narrative summary of qualitative results.

There have been no significant changes in contact hours in our department. We continue to develop and maintain a relevant program in all areas to insure our current enrollment and provide a quality education to all students in our program.

Review the program's/department's five-year graph(s) of quantitative results for student or program/course outcome assessments, or provide a brief

narrative summary of qualitative results.

Acceptable

What changes have been made in the curricula of the program/department because of the analysis of these results?

There have been no significant changes in contact hours in our department. We continue to develop and maintain a relevant program in all areas to insure our current enrollment and provide a quality education to all students in our program.

Have any changes been made in the curricula because of the analysis of these results?

Acceptable

Review the five-year graph(s) of course completions for the program/department. Explain any increase or decrease that is more than a one-year anomaly.

From 2004 to 2008 there are no anomalies in Art, Graphic Design or Photography.

Does the review of the five-year graph(s) of course completions demonstrate the use of analysis to implement a plan of action for retention? Is the analysis of any increase or decrease that is more than a one-year anomaly accurate?

Acceptable

Provide the program's/department's plan of action for improving any identified problem or results from the implementation of the plan of action.
No plan of action necessary.

Will the plan of action likely improve the number of course completers?

N/A

Does the program/department provide for alternative methods of awarding credit?

Has the program/department provided for alternative methods of awarding credit? If not, which alternative methods would be recommended?

What approaches are used to assure outcomes are comparable to those expected of students who enrolled and completed the course?

No mention in program assesment

For general education and/or core curriculum required by this program/department, identify the

relevant competencies approved by the Academic Affairs Committee (see Catalog section entitled Degrees and Certificates: General Education Competencies).

The students will evaluate, analyze, and communicate effectively through written, verbal, and non-verbal expression. These skills are assessed through the Portfolio Presentation at Visual Arts Showcase.

Have all relevant competencies for general education and/or core curriculum been identified for this program/department? If not, which are obviously a part of this program/department's general education competencies?

Acceptable

Explain how outcomes for the competencies have been assessed and achieved and provide links to the documentation.

Competencies are assessed using an outside team of professional in the fields who evaluate upper-level students using a rubric developed by the visual arts faculty. We will also develop a survey and analyze data provided by the office of Institutional Research.

Fine Arts will participate in Visual Arts Showcase beginning Fall 2009.

ART Pet Form
GD Pet Form
Photo Pet Form

Is the explanation of assessment approach(es) for general education competencies (outcomes) thorough? Is the analysis of the results accurate? Have links to documentation which verify the

assessment results been included?

Acceptable

Outline a plan for correcting any weaknesses.

We are satisfied with our students' performance in visual arts showcase with a success rate of 85% in Photo and 86% in Graphic Design.

If assessment results and analysis are included, is there a plan for correcting any weaknesses included?

Acceptable

Do students/graduates in this program/department have to be certified or licensed?
no
Review the results for certification/licensure results of the program/department and/or job placement for the past five years. Explain any increase or decrease that is more than one-year anomaly.
Provide a plan of action for the identified problem.

IF students/graduates in this program/department have to be certified or licensed, do the results over the past five-years indicate that certification/licensure have been

equal to or greater than the average of the past five-years AND/OR equal to the statewide or national benchmark for this certification/licensure? IF NOT, does the analysis and plan of action appear that the program/department has thoroughly reviewed the problem?

N/A

Is the program's/department's plan of action for improving any identified problem or results likely to improve the certification/licensure results? Did program/department explain any increase or decrease that is more than a one-year anomaly? Does the plan correct any weaknesses included? If not, what is missing?

N/A

IF the department or program offers one or more technical programs (Associate in Applied Science or Certificates), has the program/department included an explanation of the job placement success during the past five years AND are these

results at least equal to the statewide annual benchmark (90%)?
Is the analysis of any increase or decrease that is more than a one-year anomaly accurate?

No job placement data available.

Is the program's/department's plan of action for improving any identified problem or results likely to improve the job placement rate for graduates of the technical program(s)? If not, what is missing?

NA

IF the department or program offers one or more technical programs (Associate in Applied Science or Certificates), has the program/department included an explanation of the job placement success during the past five years?
Is the analysis of any increase or decrease that is more than a one-year anomaly accurate?

N/A

Is the program's/department's plan of action for improving any identified problem or results likely to improve the job placement rate for graduates

of the technical program(s)?

N/A

Curricula

Does the program/department have affiliation(s)/agreement(s)/contract(s) with any other entity for the purpose of delivering instructional content?
Review the affiliation(s)/agreement(s)/contract(s), consider Amarillo College's mission, and then make a recommendation to:
Provide an analysis of the review.

If the program/department has affiliation(s)/agreement(s) with any other entity for the purpose of delivering instructional content, do these affiliations/agreements make it clear that Amarillo College maintains the responsibility for controlling all aspects of the educational program? Has the College ensured the quality of the program with these affiliations/agreements? If so, how? What is the schedule for reviewing the quality of these programs? Has the College ensured that programs

remain with Amarillo College's mission?

N/A

How many curricula changes were approved by the Academic Affairs Committee during the past five years? other

The Visual Arts Department has added several studio art courses as Visual and Performing Arts electives. We have also changed some of the course numbers to reflect changes in the WECM course numbering. We also are constantly reviewing technical courses to make sure that students are getting the most relevant course curriculum possible to prepare them for a competitve job market.

Which steps in the curricula change process had faculty involvement prior to submitting the curricula proposal(s) to the Academic Affairs Committee?

Was the departmental faculty involvement documented and broad in representation? If not, what steps within curricula change process should have had more proof of greater departmental faculty involvement? Is the primary responsibility for curricula changes under the control of faculty? Does the program have a qualified faculty member in charge of the program's coordination and curriculum development?

Acceptable

Is any program within the department a technical program (e.g. AAS or certificate)?
yes
When was the last Advisory Committee meeting?
Provide a link to the minutes of the last Advisory Committee(s) minutes in the Electronic Archives.
Provide a link to the appropriate committee membership of the Advisory Committee(s) in the Electronic Archives.

If the department offers an AAS and/or certificate, do the minutes of the Advisory Committee prove that the curricula for each program is appropriate to the degree and/or certificate? Has the Advisory Committee been consulted in designing each degree and certificate? Has the Advisory Committee met at least once a year and been provided ample opportunity to guide the faculty in curricula changes?

No mention in the program review

Is the membership of the Advisory Committee broad enough to provide the scope of advice necessary for input on curricula? If not, what changes are recommended to the program/department?

No mention in program review

Enrollment Data

After receiving the data indicating the number of students enrolled in the program/department, by total students, number of full-time equivalents, and number of completers, determine if there is more than a one-year anomaly.
If so, provide the faculty and staff analysis of their assessment of the problem.

From 2004-2008 there are no anomolies in art, graphic design or photography.

Does the analysis by the faculty and staff of this data address any obvious problems/declining statistics?

Acceptable

Create an action plan for needed improvement and commendation for any dramatic improvement.
No action plan necessary.

Does the action plan or commendation address the problem addressed within the analysis? Does it appear that implementation of the action plan will resolve the problem and correct the decline?

N/A

Does the External Review Committee have any other analysis or recommendations for increasing enrollments based on the program/department's data?

No further recommendations

For programs/departments with majors, review the graphs of program majors and the number of new majors by year. Provide an analysis of the program's/department's faculty and staff assessment of the problem and an action plan for needed improvement and commendation for any dramatic

improvement.

There has been consistent growth in Art and Photography. We plan to maintain quality of instruction and keep up with evolving technological needs for our photography students.

There has been a slight decrease in Graphic Design. We plan to offer a new Web/CIS track in Graphic Design to boost enrollment in the program, while offering training in a popular new field.

Does the analysis by the faculty and staff of this data address any obvious problems/declining statistics regarding students enrolled as majors within the program/department? Does the action plan or commendation address the problem addressed within the analysis? Does it appear that implementation of the action plan will resolve the problem and correct the decline? Does the External Review Committee have any other analysis or recommendations for increasing the number of students majoring in this program/department based on this program's/department's data?

Acceptable

Resources

Review the five-year graph(s) of the

student-to-faculty ratio in the program/department.
Explain any increase or decrease that is more than a one-year anomaly.
We have maintaned a consistent level of student/faculty ratio and find no anomalies.

Does the analysis by the faculty and staff of this data address any obvious problems/declining statistics regarding student-to-faculty ratio within this program/department?

Acceptable

Provide an action plan for improvement of any identified problem.
No action plan necessary.

Does the action plan or commendation address the problem addressed within the analysis? Does it appear that implementation of the action plan will resolve the problem and correct the decline? Does the External Review Committee have any other analysis or recommendations regarding student-to-faculty ratio within this program/department?

N/A

In the database for Roster of

[Instructional Staff](#) (also known as Roster of Faculty), review the credentials of each full-time and part-time faculty member within the program/department. If any faculty member does not meet the SACS and THECB requirements, evaluate whether additional documentation is significant to grant an exemption.

All current full-time faculty meet SACS and THECB requirements. All part-time faculty with the exception of the following meet SACS and THECB requirements:

Beverly Perry, graphic design instructor

Additional documentation was presented and accepted in Fall 2008 to allow Ms. Perry to instruct graphic design classes. Documentation is currently filed in the Office of Institutional Advancement.

Identify any faculty teaching a transfer course which, according to the information within the database for [Roster of Instructional Staff](#) (also known as Roster of Faculty) do not meet the requirements of faculty teaching a transfer course and explain the credential problem. Identify any faculty teaching a technical course which, according to the information within the database for [Roster of Instructional Staff](#) (also known as Roster of Faculty) do not meet the requirements of faculty teaching a technical course and explain the credential problem based on SACS requirements and/or THECB

requirements. Identify any faculty teaching a developmental course which, according to the information within the database for [Roster of Instructional Staff](#) (also known as Roster of Faculty) do not meet the requirements of faculty teaching a developmental course and explain the credential problem.

Acceptable

List the names and the last date for all full-time faculty evaluations based on the schedule indicated in the Faculty Performance Review (FPRP).

The following faculty were evaluated in March 2009:
William Burrell
Brent Cavanaugh
John Chaka
Pedro Gonzalez
Dennis Olson
Tamara Robertson
Rene' West

If any full-time faculty member (or Board-appointed faculty member) has not been completed the Faculty Performance Review (FPRP) within the past two years and is listed in the aforementioned [Roster of Instructional Staff](#) (also known as Roster of Faculty), identify the faculty member's name and the date

of the last FPRP.

Acceptable

List the names of each part-time faculty and the last date of evaluation by students and supervisor for each course taught.

The following part-time faculty were evaluated in Fall 2008:

William Burrell

James Bahn

Beverly Perry

Supervisor evaluation was done in April 2009 for the following:

Chris Perez

Tracy Pitt Barnett will be evaluated in Fall 2009.

If any part-time faculty member has not been evaluated by both students and supervisor for each course taught within the past year and is listed in the aforementioned Roster of Instructional Staff (also known as Roster of Faculty), identify the faculty member's name and state the specific problem.

Acceptable

Amarillo College's Board Policy Manual defines each faculty member's academic freedom as "full freedom in the classroom in discussing the subject being taught and to pursue research and publications. However, a faculty member

must not attempt to force on students a personal viewpoint and must at all times allow for diversity of opinion." Has anyone in the program/department filed a grievance for violation of the aforementioned academic freedom?
no

If anyone within the department has filed a grievance for violation of academic freedom based on the definition stated in Amarillo College's Board Policy Manual, briefly describe the violation (excluding personal identifiers) and the total number of violations.

Acceptable

Which of the following library collections/resources/services have been used by faculty, staff and/or students within the past five years? (Select all that apply.)
Reserve collection Circulating collection Reference collection Interlibrary loan Personalized instruction Electronic journals Circulating collection Meeting services

Does it appear that the library

collections/resources/services used by the faculty, staff, and/or students within the past five years are accurate and thorough?

Acceptable

Which two or three collection/resources/services should be improved to support Amarillo College's mission regarding teaching and service?

Reference – more art, graphic design and photography magazines available for student use. More access to electronic books and journals.

Has the program/department identified which two or three collections/resources/services should be improved to support Amarillo College's mission regarding teaching and service?

Acceptable

Does your program/department have discipline accreditation?
no
How has the library participated in this discipline's accreditation?

Does the program/department have a discipline accreditation? IF SO, has the library participated in completing the approver's evaluation?

N/A

After assessing the strengths and weaknesses of the program's/department's access to technology, what improvements would ensure that students have access and training in the use of technology?

We have just received a new animation lab and have scheduled replacements for lab equipment in photography and other graphic design labs. We plan to budget for software upgrades to keep the students trained with the latest software in their field.

Access to labs appear to be adequate. We have at least one open lab available during the weekdays, Monday - Thursday evenings during fall and spring semester, Open lab is available during summer when classes is in session.

Does the program's/department's assessment of strengths and weaknesses include ways to improve both students' access to & training in the use of technology?

Acceptable

Grammar error... classes are in session. What improvements would ensure that students use technology?

Lab updates should continue through the Equipment Replacement Schedule. We will continue to request funds for additional computer equipment and software.

With the renovations of Parcells Hall, lab facillities will become more efficient and accessible.

Does the program's /department's answer include improvements that would ensure that students use technology? Are the recommendation(s) of this program/department feasible?

Acceptable

Review program/department operations. Does any operation present the possibility for violations of security, confidentiality, or integrity of student records?
no
What changes need to be made to prevent violations of this nature?

After a review of this program's /department's operations based on this Self-Study and any other information available to this Committee, does any operation present the possibility for violations of security, confidentiality, or integrity of student records? If so, describe those operations and identify the violation possibility in detail.

N/A

What changes need to be made to prevent violations of this nature?

N/A

Which support services need to be strengthened to better serve students in this program/department?
None at this time.

Explain what aspects of the services need to be strengthened.

Do the Self-Study recommendations of this program/department for support services that need to be improved appear to be valid?

Acceptable

Describe any indicators or problems that prevent a healthy, safe and secure environment for the students, faculty and staff of this program/department.
None at this time.

Are recommendations to assure a healthy, safe and secure environment for staff and students of this program/department valid? Are any of these recommendation(s) more significant and/or urgent?

Acceptable

Describe any indicators or problems that hamper adequate physical facilities, both on and off campus, to meet the needs of the program/department.

Need more room for growth in enrollment. This should be addressed during the remolding of Parcells Hall for the graphic design and photography students, but more studio space is need in Russell Hall to accommodate art students.

Do any of the problems or concerns regarding adequate physical facilities appear to be significant and/or urgent? Are there any other needs which this Self-Study didn't cite but are critical based on other information? Which of these needs are most significant and/or urgent?

Recommendation
Mention how this may be accomplished.

Budget

Which program/department outcomes have resulted in budget requests to date?

Student success has prompted budget request in graphic design and photography for computers, software and lab/printing equipment. Students need the latest technology to be marketable in their field or to transfer to a 4-yr university.

Have any of this program's/department's outcomes resulted in budget requests to date? If not, why not?

Acceptable

Project the program's/department's strategic initiatives for the next five years based on the program's/department's outcomes.

We wish to maintain or increase enrollment in both graphic design and photography while balancing quality instruction. We plan to keep faculty up-to-date in training and aggressively recruit through high school visits and workshops.

Has this program/department been able to project strategic initiatives for the next five years based on the program's/department's outcomes? If not, what appears to be blocking this program/department from accomplishing this?

Acceptable

Publications

If the program/department publishes any advertising or recruitment documents (electronic or paper), do the documents accurately represent Amarillo College and the program/department?
yes
If no, explain what is inaccurate.

IF the program/department has published any advertising or recruitment documents (electronic or

paper), check at least one copy of each document and determine whether it accurately represents Amarillo College and the office/department?

Acceptable

IF anything appears to be inaccurate, identify the apparent violation.

N/A

Does the program/department publish any documents (electronic or paper) with references to SACS accreditation?
no
Are the references in compliance with SACS approved statement?
Which reference is not in compliance?
Describe how you will assure compliance for all references in the future.

IF the program/department has published any document(s) with a reference to SACS accreditation, are all references consistent with the approved statement? (Approved reference: Amarillo College is accredited by the Commission on Colleges of the Southern Association

of Colleges and Schools to award associate degrees. Contact the Commission on Colleges at 1866 Southern Lane Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Amarillo College.) IF any references are inconsistent, identify all documents with the inconsistent reference(s).

N/A

IF the Self-Study did identify the inconsistencies, does the plan for assuring future compliance appear to correct the problem? IF the Self-Study did NOT identify all inconsistencies, what plan does this Committee recommend?

N/A

Other

State any additional comments/concerns which may impact this program/department during the next five years.

The Graphic Design and photography department will share resources and

labs after the renovation of Parcells Hall.

We will develop a new web/CIS track to the Graphic Design program to train web developers for a growing industry.

We will continue to develop recruitment activities including high school workshops taught by our faculty. We plan to recruit and reach out to the Canyon Independent School District high school art programs.

IF additional comments/concerns were included in the Self-Study regarding items which may impact this program/department during the next five years, what recommendations and/or concerns are warranted? IF NO such items were included in the Self-Study but this Committee feels such comments or concerns are valid, cite them and include any relevant recommendations.

Acceptable