

Oklahoma City Community College

Program Review Self Study Year

Division:

Program Name

Prepared by:





Support Courses		
Prefix & Number	Course Title	Credit Hours
ART	ANY ART PREFIX COURSE	1-3
GCOM	ANY GCOM PREFIX COURSE	3
CAT 1253	CD 3D MODELING	3
CAT 1513	DIGITAL IMAGING	3
CAT 2533	3D RENDERING AND DESIGN VISUALIZATION	3
CAT 2633	3D ANIMATION AND SPECIAL EFFECTS	3
ENGL 2103	HUMANITIES COMPOSITION	3
HUM 2233	EUROPEAN FILM	3
JB 2643	VIDEO PRODUCTION	3
PHIL 2343	PHILOSOPHY OF SCIENCE	3
PSY 1503	PSYCHOLOGY OF WOMEN	3
PSY 2163	DEATH, DYING AND GRIEF	3
SOC 2173	SOCIOLOGY OF RELIGION	3

Life Skills Courses		
Prefix & Number	Course Title	Credit Hours
SCL	SUCCESS IN COLLEGE AND LIFE	1

## 2. General description of review process and participants assisting with and conducting the review.

a. Program faculty assess annually student learning and program outcomes for their program. Every five years these assessments are evaluated globally. A program review document contains general college information from Advising, Recruitment and Admission and Institutional Effectiveness and program specific assessments of strengths and weakness of the reviewed program and program plans for the future.

b. A list of the student learning outcomes

1. Students will demonstrate knowledge in Art History (Western Heritage emphasis). 2. Students will demonstrate conceptual comprehension and an understanding of technical terminology in 2D and 3D design, drawing and painting. 3. Students will demonstrate college foundations level expertise in drawing. 4. Students will produce college foundations level artwork in 2D media. 5. Students will produce college foundations level artwork in 3D media.

c. A list of program outcomes for the program

70% of students who wish to transfer to a four-year institution upon completion of the A.A. degree in Visual Arts will successfully do so.

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

### **Learning Outcome 1 Measurement**

Visual Arts students' understanding of Art History will be demonstrated through evaluation of major exams taken during required Art History I & II courses. Program faculty will evaluate the artifact exams for student performance according to an established rubric.

**Learning Outcome 1 Criteria:** 70% of Visual Arts students will achieve a minimum average score of "1", or "adequate" on the Art History assessment rubric.

### **Learning Outcome 2 Measurement**

A Visual Arts concepts and terminology assessment quiz will be administered to students enrolled in the capstone Portfolio Development and Presentation course.

**Learning Outcome 2 Criteria:** 70% of students will pass the concepts and terminology quiz with a minimum score of 70%

### **Learning Outcomes 3-5 Measurement**

Visual Arts students enrolled in the program's capstone Portfolio Development and Presentation course will create a portfolio containing artifact works of art from their major program courses. The portfolios will be evaluated by program faculty according to established rubrics.

**Learning Outcome 3 Criteria:** 80% of students will score a minimum average of

"1", or "adequate" on the drawing assessment rubric.

**Learning Outcome 4 Criteria:** 80% of students will score a minimum average of "1" or adequate on the 2D media assessment rubric.

**Learning Outcome 5 Criteria:** 80% of students will score a minimum average of "1" or adequate on the 3D media assessment rubric.

### **Program Output**

Institutional Effectiveness has provided support data for program output obtained via surveys distributed to OCCC Visual Arts graduates from 2005 - 2009.

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

### **Learning Outcomes**

The FY 2010 Assessment measured student understanding of Visual Arts concepts and terminology **and** assessed their technical expertise in 2D and 3D media.

**Measurement:** A concepts and terminology quiz was administered to Portfolio Development and Presentation students in the Fall 09 and Spring 10 semesters. The outcome criteria for the assessed semesters was that 80% of students would satisfy the outcome by passing the quiz.

**Results:** 80% of students passed the concepts and terminology quiz with a score of 60% or better. 25% of the students scored above 80% on the quiz.

**Recommendations:** Although the target 80% of Portfolio students passed the concepts and terminology quiz, the distribution of scores was low. The program instructors have been instructed to reinforce a uniform basic vocabulary of concepts and terminology across the Visual Arts curriculum.

**Measurement:** Fall 09 and Spring 10 Portfolio Development and Presentation students created portfolios of artifact works of art from program courses. The portfolios were evaluated for technical expertise in 2D and 3D media by program faculty according to an established rubric. The outcome criteria for the assessed semesters was that 80% of students would satisfy the outcome by showing college foundations level technical expertise.

**Results:** 80% of students met or exceeded the outcome criteria by scoring a minimum of "2", or "satisfactory" on an established program rubric. 33% of the students were assessed to have demonstrated excellent technical expertise in their creation of 2D and 3D art, scoring "3" on the program rubric.

**Recommendations:** Reinforcement of technical drawing skills has been made a priority. Strategies for improving drawing instruction have been discussed with program faculty.

**Assessment Going Forward:** Much of the program assessment in prior years has been generalized, with various art media lumped together. The program assessment going forward has been revised to include the student learning outcomes 1-5 listed above. Outcome specific rubrics for assessing Art History, Drawing, 2D Media and 3D Media have been produced. Drawing has been isolated as an individual outcome because it is fundamental to foundations training. 2D Media and 3D Media have been separated because of the difficulty of obtaining viable assessments when they were assessed together. Technical

expertise has now been made a rubric component for the assessment of outcomes 3-5. An outcome from previous assessments involving the use of the elements and principles of design has been moved into the assessment rubrics as "formal sophistication" for outcomes 3-5.

These changes have been made so that Visual Arts assessment is more directly applicable to the program output and the institutional mission. The new student learning outcomes are reflective of the kind of assessment that students will receive upon transferring to receiving institutions, where they will undergo a portfolio review process to gain upper level standing.

### **Program Output**

The percentage of Visual Arts graduates who responded to surveys were:  
FY 2005: 41.67%, FY 2006: 46.1%, FY 2007: 47.6%, FY 2008: 37.5%,  
FY 2009: 57.9%.

The percentage of survey respondents who were attending college at the time of their survey responses were:

FY 2005: 80%, FY 2006: 66.7%, FY 2007: 100%, FY 2008: 83.3%, FY 2009: 72.7%

In summary: Surveys were not received from all graduates, and the data fluctuates broadly from year to year. The survey data does not indicate the graduates desire to continue their education, nor does it take into account personal circumstances affecting their ability to do so. However, for those graduates responding, the outcome goal of 70% of graduates continuing their education is generally being met.

- 3. Research and evaluation must be conducted on a continuing, systematic basis as an integral part of the program. All aspects of the program must be evaluated and the results used to improve services to students. There must be evidence that the program is reaching its stated student learning outcomes/program outcomes. The review should address each of the following areas. The program:**

- a. is central to the institution's mission:

1. The Visual Arts program is a university parallel foundations program designed to prepare students for transfer to four-year institutions.
2. Program representatives regularly attend state course equivalency project meetings.
3. Oklahoma university visual art programs are monitored to maintain OCCC Visual Arts program viability.

b. meets stakeholder expectations:

OCCC programs provide our community with broad equitable access to a college education. OCCC students are prepared to succeed in college and are able to achieve their individual educational aspirations. OCCC graduates succeed at four-year institutions and/or in their careers. OCCC has a rich history of enriching our community both economically and socially through our educational and cultural programs.

c. produces graduates and former students who are successful on transferring:

Institutional Effectiveness has provided support data obtained via surveys of OCCC Visual Arts graduates from years 2005 - 2009. Graduates from each year were asked to indicate on a 1 - 5 scale their preparation at OCCC for continuing their education. Average results from those responding to the survey for each year were:

2005	4.50
2006	4.25
2007	3.43
2008	4.40
2009	4.38

d. contains instruction relevant to the curricular requirements at transfer institutions and in line with student interests and abilities



**Programs of Study**

OCCC offers two types of associate degree programs: transfer and technical/occupational. In addition, a number of certificates of mastery are offered in technical and occupational fields of study.

**University Parallel/Transfer Programs**

OCCC offers a broad range of transfer programs for students planning to continue on at a four-year college or university. Students may enroll in freshman and sophomore courses which lead to a baccalaureate degree in practically any field of study. Upon completion of specified degree requirements, the student is awarded an Associate in Arts or Associate in Science. These degrees require the completion of a minimum of 60 semester credit hours. Of the 60 semester credit hours, a minimum of 37 must satisfy the general education core requirements (see Degree Requirements). The remaining approved courses will be related to the student's major or courses which directly support that major.

Requirements and Articulation assures that the general education core (37 credit hours) of the Associate in Arts or Associate in Science degree at OCCC will apply directly toward the lower division general education requirements at any state university in Oklahoma.

## **Policy Statement on Undergraduate Degree Requirements and Articulation**

In accordance with the Oklahoma State Regents for Higher Education Policy Statement on Undergraduate Degree Requirements and Articulation, a student who completes an Associate in Arts or an Associate in Science degree at OCCC “may transfer into a Bachelor of Arts or a Bachelor of Science degree program at any senior institution of the State System and be assured of completing his or her program in sequential fashion.”The Policy Statement on Undergraduate Degree

In addition, students are advised to secure the official catalog of the university to which they plan to transfer. Each university's official catalog provides pertinent information about admission policies and academic programs. That information is essential to the student's successful transfer to that university. Students should also consult a faculty advisor in their major at OCCC. With approval, the associate degree program may be modified to meet a student's needs depending on the intended transfer college or university.

Students are encouraged to visit the “Transfer Center” on the Oklahoma State Regents for Higher Education web site at <http://www.okhighered.org/studentcenter/transfer-stdnts>. This site will assist a student in determining which course or courses will transfer to another Oklahoma college or university.

Transfer guides showing course-by-course articulation between OCCC and a number of state universities are available in Office of Academic Advising. By using the appropriate transfer guide, the student can be assured that courses in the student's major will transfer directly toward the bachelor's degree.

OCCC has established specific curriculum patterns for transfer programs leading to the Associate in Arts (A.A.) or Associate in Science (A.S.) degrees. The curriculum patterns listed below are presented in the next section of the Catalog.

**e. Have systems to evaluate courses and faculty by students, administrators, and departmental personnel**

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. In preparation for the review, the employee will provide relevant information to the Division Dean or Director as appropriate at least two working days prior to the evaluation conference. The results of the subsequent performance appraisal conference will be documented on a rating sheet signed by both the employee and the Division Dean and/or Director as appropriate.

Course and Faculty Evaluation

The Student Input on Instruction form is a means of gathering student perceptions of instruction at the college. The results are intended for use by you and your dean in identifying ways to improve instruction. A copy of the form is in the appendix of this document. The forms and supportive instructions will be distributed for you to administer during the 8th, 9th, or 10th week of 16-week courses or the 5th or 6th week of eight-week courses. Prior to administering the instrument, you should:

1. Plan class time to help ensure that time is available for completing the forms.
2. Where desirable, prepare up to three (3) questions, which are unique to the course or section for inclusion as the optional questions on the form. You should have multiple copies of these questions printed for use by the students.
3. Select a student to be responsible for administering and returning the forms and brief him or her about the process. It is best to keep the forms and instructions in your possession until the day you plan to administer them. Your cooperation in helping to ensure that the Student Input on Instruction forms are completed in a timely manner will go a long way to provide useful student input concerning your instructional methods.

- f. **Is staffed, administered, and supplied to provide for the development of competent students in all areas including citizenship and social conscience**

### **Service-Learning**

Incorporating service-learning as a part of a course's curriculum is easy to do and can enhance students' ability to understand and apply course material. Service-learning can generally be used as a part of any course's learning objectives and tailored to desired learning outcomes. The Student Life Service-Learning Center partners with over 100 community agencies, so there is something for every course and interest area. Office of Student Life coordinates student involvement in service learning.

- g. **Has current, appropriate, useful, and sufficiently comprehensive instructional media and materials.**

### **Visual Arts Library Review OKC Community College Fall 2010**

The Library exists first and foremost to support the College's curriculum, students and faculty. Program support is provided in the form of research materials and equipment. It is also provided in the form of instruction, both to groups and individually to students as they attempt to identify and find what they need. What follows speaks first about Library support for academic programs, including general education courses, then specifically addresses Visual Arts course resources.

The Library has 76 public computers for student use for research, online coursework, email, etc. More than half of these are set up with DVD players and headphones. From the Library's webpage, students both on and off-campus can use the catalog of books and DVD/videos, search for quality information in many online article databases, link to recommended websites, and make online requests.

Since the previous program review, the Library has employed an Electronic Services / Reference Librarian to help strengthen student awareness of and skill in using Library online databases and other resources. Several online video tutorials have been created in addition to the online Research Paper Help module. These can be found from the Library front page or directly from the Library YouTube channel. Also, the Library is in the process of reevaluating e-book resources. As of fall 2009 the products on the market were disappointingly weak in lower level undergraduate books.

The Library has developed new ways for students to request assistance through the "Ask a Librarian" link, i.e. chat and text. Since many faculty members use the ANGEL online course management system to teach online or as a tool for regular classes, and provide students course information through that portal, the Library is going where the students are. The Library has created simple, new resources (widgets) for faculty to insert into their ANGEL course materials, making it convenient for students to search the article databases, Library catalog or other resources-- without exiting the course software.

Many students enroll in the one credit hour Success in College and Life course, in which they receive instruction in doing academic research. Librarians staffing the Library Assistance desk answer 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 members' assignments and needs.

The last two years the Library has sponsored an OCCC "Big Read" program in partnership with other libraries in the Oklahoma City area. One year the book was "Fahrenheit 451," the second year, "The Maltese Falcon." This is a grant funded by the National Endowment for the Arts that supports speaker programs and discussions, and also provides copies of books and related teaching materials for distribution.

#### Visual Art

The Visual Art courses form a transfer program for fine arts students, including introducing students to aesthetics and cultural awareness. This is somewhat a change in orientation from the past. The art areas of the Library collection support both art course work 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

Initially the collection was weeded of worn and obsolete items. Materials were then reviewed with Professor Doug Blake. Many new items have already been purchased to update holdings. Blake noted several new editions and artist biographies which will be purchased.

The AV collection has some useful videos though usage has declined. Publishers' databases associated with textbooks still dominate academic usage at the College. In 2009 the Library was able to add CAMIO, a searchable online resource of works of art from important museums around the world. Whether a Library subscription to another database of art images would be useful for faculty or students was discussed, but is still an open question.

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

*Afterimage*

*American Artist*

*American Craft*

*Art in America*

*Ceramics Monthly*

*Clay Times*

*Communication Arts*

*Graphic Arts Monthly: the Magazine of the Printing Industry*

*Inside Design*

*Interior Design*

The Library's online article databases provide access to many other art related periodicals and articles. In total these support the program well. Professor Blake recommended adding two titles: *Art News* and *Modern Painters*. He recommended cancelling both the *Interior Design* and *American Craft* subscriptions.

Librarians are committed to supplying the right resources and helping students and faculty use them well. The Library has a strong budget and responds to faculty requests or suggestions about useful resources. Librarians will continue to update and build the Library's collections of material related to visual art. With this, the Visual Art collection will remain in good shape.

- h. Provides adequate resources and adequate and appropriate faculty whose qualifications (including educational background, related experience, and service contributions related to the program) support the objectives and curriculum of the program.**

### **Visual Arts Faculty**

The Visual Arts program currently maintains two full time positions filled by personnel with several years of teaching experience. Mary Ann Moore has served

the college as Professor of Visual Arts for thirty-five years. Douglas Blake has a Master of Fine Arts degree and has served the college as Professor of Visual Arts for five years, preceded by several years of adjunct teaching at multiple institutions. Professor Blake also has curatorial and exhibition installation experience.

The program currently employs six adjunct faculty. All of the adjuncts have advanced degrees in the field. Current Art History instructors have M.A. degrees in Art History, and all current studio adjuncts have Master of Fine Arts degrees. Several of the adjuncts currently teach, or have a history of teaching, at other institutions of higher learning including metropolitan area universities. A former program adjunct was recently hired to teach full time at Oklahoma City University, which is an anecdotal indication of the quality of the adjunct pool.

All current studio instructors in the program have professional art practice and exhibition experience.

Full time faculty have served on college committees and currently support the program, the college and the community by providing a significant amount of programming and installation services for the college art gallery in conjunction with the Cultural Arts office.

### **Visual Arts Facility**

The Visual Arts program is housed in the new Visual and Performing Arts Center (VPAC). The program currently occupies the following spaces:

VPAC 101 Ceramics lab (includes kiln room, locker storage and exterior raku terrace)

VPAC 106 Serigraphy/Design lab (includes internal Serigraphy darkroom)

VPAC 107 Drawing/Painting lab (includes internal storage room and adjacent locker storage)

VPAC 122 Art History/Art Appreciation classroom (includes dual audio video computer/projection capacity)

VPAC 124 Art Gallery (Current plans for the construction of a new Visual and Performing Arts Center Theater include a permanent art gallery which will open onto the theater lobby. Construction is scheduled to begin in 2011.)

VPAC 102, 103 & 104, Full time faculty and part time lab assistant offices.

New program equipment includes two large capacity front loading L & L ceramic kilns, Nikon D700 digital camera, Epson Stylus Pro 4880 printer, flats files, stainless steel work tables, mat cutter, rotary cutter, screen washout booth, screen cleaning unit, screen drying rack, 8 Barnesville Stak easels, four roll 36" paper dispenser and a mobile dry erase board.

Other program equipment includes a ceramic pug mill, two slab rollers, small

electric kiln, large paper cutter, flat files, 14 steel easels, T-shirt printer, heat press, flash dryer, two MAC computers and a digital projector.

- 4. Evidence should be presented that shows a systematic review of the curriculum is conducted regularly. This review should indicate how the general education competencies are being met:**

**General Education Assessment Plan**



**Objective:**

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

**Strategy:**

The General Education Committee will create six 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 36 hours of General Education Courses from OCCC. During each Spring Semester, the reports from each team will be shared at the meeting of the whole General Education Committee and dispersed to faculty within each division. Specifically, during the Fall Semester, each team in charge of a specific Student Learning Outcome area will make curriculum recommendations to the General Education Committee. Reports, recommendations, and actions created from the General Education Assessment Process will be stored on the General Education Committee Website. Faculty members on each team will be compensated each semester.

**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. However, the artifacts should adhere to the specific objectives of the Student Learning Outcomes established by the General Education component of OCCC's curriculum.

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

### **Data Collection:**

The Office of Institutional Effectiveness will identify each semester students completing at least 36 credit hours in General Education Courses. From this list, they will identify a random sampling of students enrolled in courses, which faculty have included “artifacts” relating to the Student Learning Outcomes measured each semester.

For example, if an outcome in Math is measured, then the following courses beyond a Math Prefix could also be used: Introduction to Logic, Business Statistics, Behavioral Statistics, Chemistry, Physics, Accounting, Physical Science, or other General Education Courses involving Math and including the objectives for the Math Student Learning Outcome. Likewise, data collection could be attained from an outcome in Writing from any course involving writing, including a scientific lab report, as long as it adheres to the objectives of the Writing Student Learning Outcome for the General Education curriculum.

The premise behind this kind of data collection (1) allows for an interdisciplinary approach to the General Education curriculum; (2) creates a shared vision of faculty collaboration beyond the microcosm of specific divisions; (3) allows for a more accurate depiction of student learning as they progress from one General Education Course to the next; and (4) creates a shared approach to improve student learning and success by reiterating General Education Skills from multiple courses.

### **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.

#### **I. Human Heritage, Culture, Values, and Beliefs**

Students will demonstrate an understanding of the ideas, values, and beliefs that have shaped global communities. Specifically, students should be able to

Demonstrate understanding of basic world geography; Demonstrate familiarity with major cultural issues of selected global communities; Demonstrate knowledge of significant historical events and figures of selected global communities; and Demonstrate an understanding of ethical concerns of selected global communities.

## **II. Communication and Symbols**

A. Students will demonstrate effective writing and public speaking skills.

For writing, students should be able to

Generate a clear, specific, and arguable thesis or dominant idea; Formulate evidence and examples to support the topic idea; Construct a logical pattern of paragraph development; and Demonstrate consistent use of correct and appropriate spelling, grammar, and word choice.

For public speaking skills, students should be able to

Demonstrate the effective use of an introduction, body, and conclusion of a formal speech; Demonstrate an audience-centered purpose that adapts to the audience, occasion, and time limit of the speech; Deliver the speech with effective eye contact relative to the use of presentational aids (when applicable) and the audience; Vary the tone of voice appropriate to the content of the speech and context of the audience; and Demonstrate appropriate attire, gestures, good posture, and meaningful body movement.

## **III. Social, Political, and Economic Institutions**

Students will demonstrate an understanding of the function of major social institutions. Specifically, students should be able to

Analyze how political systems impact society; Analyze how economic systems impact society; Analyze how religion serves to shape the norms of a society; Analyze how education interacts with cultural values and norms; and Analyze how shifts in social institutions impact the family.

## **IV. Relationships in Nature and Science**

Students will demonstrate critical thinking by using scientific methodology. Specifically, students should be able to

Analyze a set of data or qualitative observations using previously learned tools; Draw reasoned conclusions based on the results of the analysis; and Support conclusions logically and communicate them effectively.

## **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. Provide Evidence that shows a systematic review of the curriculum is conducted regularly. This review should indicate how the general education competencies are being met.

The Visual Arts program offers the following courses that satisfy General Education Humanities requirements :

ART 1013 Art History Survey I  
ART 1023 Art History Survey II  
ART 1053 Art Appreciation (online and on campus sections)

These courses support the General Education core competencies by incorporating global education, writing and analytical thinking components.

Art 1013 Art History Survey I and ART 1023 Art History Survey II are required core Visual Arts courses for an A.A. degree in Visual Arts and are included in the Visual Arts Assessment Plan. Art History assessment is conducted via course artifacts utilizing an established rubric.

The Visual Arts studio courses include global education and analytical thinking components.

The capstone ART 2821 Portfolio Development and Presentation course includes analytical thinking and writing components.

Program studio assessment takes place within the context of student portfolio evaluation according to established rubrics.

*General Education competencies are directly assessed through the protocols established in section 4 above.*

### **5. Provide a summary of how concerns and recommendations identified in the last program review were addressed.**

1. There is a commitment to the recruitment of the best possible adjuncts through networking with other institutions, especially metro area universities, and by advertising adjunct positions when the available adjunct pool declines. Recent MFA graduates have frequently been hired, and there has been an effort to evaluate MFA thesis exhibitions at the University of Oklahoma to identify potential qualified instructors.

All current adjunct studio instructors hold MFA degrees. The two current Art History instructors hold the MA degree in Art History.

2. All new adjuncts are mentored through an established protocol involving observations and follow-up meetings. Sample syllabi are provided, and course

specific teaching strategies are discussed.

3. Adjunct course syllabi are reviewed regularly for course appropriateness.

4. An effort is made each semester to monitor adjunct performance and to make course assignments appropriate to each adjunct's strengths.

5. Overcrowding of the labs has been reduced with the completion of the Visual and Performing Arts Center (VPAC). Unnecessary equipment and supplies were eliminated during the move into the larger environment. Broken easels were scavenged for parts to create fourteen functional easels, and eight new easels were purchased. These new easels nest inside each other when not in use, saving space. Foundations design classes were moved into VPAC 106 with Serigraphy, and all Drawing and Painting classes were moved into VPAC 107. Breaking these classes apart into the two new labs has reduced overcrowding and competition for space. New student storage lockers, flat files and a storeroom have provided relief from storage problems. The new Ceramics lab (VPAC 101) is much larger than the previous one, and includes a dedicated kiln room.

6. There is still a need for more props for still life drawing and painting, although some have been obtained through donation.

7. Oklahoma university programs in graphic design and related subjects are moving away from Visual Arts foundations training in favor of proprietary curricula. Students wishing to complete bachelor's degrees in design programs are being advised by faculty advisors that it is fine to take Gen Ed classes at OCCC, but they should take their major specific foundations courses at their receiving institution. They are also being directed to consult receiving institution degree plans and to pursue degree advisement from their intended receiving institutions.

8. Program personnel are taking a more forward posture on student advisement, identifying Visual Arts majors through course enrollment data in order to draw students into advisement awareness.

## **6. Describe the strengths of the program identified through this review.**

1. The Visual Arts program offers university parallel foundations training in the visual arts.

2. The program curriculum includes a broad range of support courses such as ceramics, mosaics and serigraphy. It also offers digital photography and other digital media training via its close relationship with the Graphic Communications program, with many courses cross-listed as ARTS prefix courses.

3. The program is served by dedicated qualified faculty and staff.

4. The completion of the Visual and Performing Arts Center has provided the Visual Arts program with new and expanded lab space: VPAC 101 Ceramics/Mosaics, VPAC 106 Serigraphy/Design, VPAC 107 Drawing/Painting, VPAC 122 Art History/Art Appreciation.

5. The program now has a dedicated art gallery for student and professional exhibitions.

6. The program has acquired new equipment, including two large capacity front loading ceramic kilns, stainless steel work tables, easels, photo screen darkroom equipment and a tabloid printer for printing photo screen negatives.

7. The program has protocols for curriculum review and assessment. Program

personnel are proactive in utilizing assessment for curriculum improvement.

8. OCCC Visual Arts graduates are successfully transferring to receiving institutions.

9. The Visual Arts program provides support for Graphic Communications, Computer Aided Technology, Pre-Ed and Diversified Studies programs.

10. The program receives proactive support from the Dean of Arts and Humanities and the Department Director for Communications and the Arts.

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

1. The achievement of an appropriate balance between curriculum consistency and the presentation of legitimate alternate points of view is an ongoing concern that is affected by the relative strengths and teaching styles of individual instructors that may be teaching different sections of the same course.

2. Idiosyncratic program changes at the university level have the potential of increasing the number of courses students need to make up upon transfer. It is not practical to try to match proprietary foundations level courses that are unique to any specific institution.

3. Although the new Visual Arts facility is a great improvement over the previous one, the VPAC 107 Drawing/Painting lab is too small and narrow in design. There is real congestion in the space which makes instruction of a fully enrolled section difficult.

4. Ceramics classes are currently using tongs to carry hot ceramic ware from a small kiln in the interior of the kiln room to the external raku terrace and pit. There is a safety issue as well as potential breakage in this arrangement. It also allows smoke to enter the building and extremely cold temperatures to enter the building in winter.

5. There are insufficient hand tools for Foundations II: 3D Design.

6. The Epson printer's bulk black ink system clogs regularly when not in use, resulting in wasted ink due to necessary cleaning cycles. The bulk ink is getting increasingly difficult to obtain.

7. The program budget has remained static since the last program review. Program personnel tend to guard resources. The final requisition request of FY 10 was approved by the Department Director and the Dean of Arts and Humanities but was never cleared by purchasing, resulting in a small loss of program funds for that year.

8. The capstone Portfolio Development and Presentation course lacks adequate structure, resulting in uneven student participation. Students often have insufficient work available from their program courses, resulting in portfolios which are not representative of their experiences in the program and often not representative of the quality and variety of work they have developed. Inadequate portfolios negatively impact program assessment protocols and potentially negatively impact student transfer upon graduation.

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

1. The development of course instructional guidelines to supplement supervisory discussions and sample syllabi would reinforce curriculum consistency while providing instructors a better understanding of the latitude they might have in choosing modes of delivery for requisite course content.
2. Monitoring of state university programs for baseline curriculum consistency will continue.
3. Strategic planning for the use of VPAC 107, including coordination between classes for common use of still life arrangements will lessen pressures on the space.
4. A special purchase initiative for the acquisition of a small electric raku kiln that can be plugged into the exterior raku terrace electrical outlet, but moved indoors when not in use, would increase safety and reduce ceramic ware breakage.
5. Additional hand tools will be purchased with program funds.
6. In the short run, a biweekly test print regimen should be enforced with one person responsible for its execution. In the long run, the Epson printer might be converted back to an eight color printer using Epson inks when the current bulk ink supply runs low. It would necessitate the use of Epson compatible negative film but would broaden the functionality of the printer. This option might strain the existing program budget.
7. Program personnel should plan purchases to preclude problems late in the academic year and evaluate program budgetary needs on an annual basis going forward.
8. The Portfolio course should be evaluated for potential restructuring. A list of required elements for the capstone student portfolios should be developed for inclusion in all program course syllabi, targeted at Visual Arts majors, to introduce and reinforce portfolio awareness.

## II. Institutional Requirements

### 1. Provide factual and accurate documentation which demonstrates acceptable standards of ethics in recruiting and advertising activities.

All materials provided to students are thoroughly reviewed by appropriate personnel to ensure they are factual and accurate. In addition, appropriate personnel review all recruiting and advertising activities to ensure they meet acceptable standards of ethics. Prospective students may access information about the college and its programs through the Office of Recruitment and Admissions.

Services provided by this office include campus tours, community and high school outreach, information sessions, scholarship programs and corporate recruiting. College information is provided to students through traditional means such as class schedules, catalogs, student handbooks, Recruiters Manual, and new student orientation as well as through the College website.

### 2. Provide recruitment and admission policies and practices reflecting that the program is available to qualified applicants and that qualified applicants will be admitted regardless of sex, race, ethnic background, religious preference, disability or any disadvantage.

Recruitment practices and activities are planned and reviewed by appropriate personnel to ensure the institution's vision, mission, and ENDS are met. Every effort is made to ensure that all qualified prospective students are contacted and provided with opportunities to be informed about College programs, services and courses and are provided with the opportunity to apply for admission to the College.

Students entering Oklahoma City Community College as a Regular Degree Seeking Student will meet the following admissions requirements:

- graduated from high school or earned a GED;
- completed the ACT, SAT or a similar acceptable battery of tests; and
- completed all high school curricular requirements.



Students who do not meet the above criteria may be admitted under one of seven Special Admission Categories outlined in the Catalog. All students who meet the above requirements or who fall into one of the special admissions categories are admitted without regard to sex, race, ethnic background, disability or disadvantage.

**3. Provide documentation that an organized, coordinated program of guidance and counseling exists. The program should foster maximum development of individual potential by providing institution-wide assistance in the choices, decisions, and adjustments that individuals must make to move through a program.**

Faculty from each program work very closely with the Student Development Center staff. Each student is encouraged to have a counselor from Student Development as well as a faculty advisor.

Degree sheets are available in the Student Development Center as well as in faculty advisors' offices. Students may also access degree requirements and complete an up-to-date degree audit online. Faculty advisors work closely with Student Development Counselors to minimize the number of hours unable to be counted when a student transfers to a four-year institution.

The general philosophy and objectives of the Student Development Center include informational, relational and conceptual processing of educational planning and student goal achievement, including degree completion, articulation or personal development and apply to all students.

The functions of Student Development are stated in the College's Policies and Procedures Manuals and in the Catalog for the benefit of all students, faculty, and staff. Student Development objectives are also outlined in the above mentioned documents.

Counselors follow guidelines listed below in working with students. After admission to the College, a student is evaluated for placement. After the evaluation is complete, the student meets with a counselor to determine enrollment. Course selections are based on test scores, anticipated program and required courses, workload, possible transfer and past academic history. If the student expresses indecision over goals, especially for career or program choice, they explore them with a counselor in Student Development.

When a student indicates a desire to pursue a specific program, they are referred to the appropriate faculty advisor or program director. An individual strategy is built for each student, designating courses to be enrolled in for each semester.

Counselors in the office of Student Development are available to discuss career objectives and degree programs with each student. The staff of Student Development assists all students with educational planning, career decisions, and occupational choices. Further assistance is available in conjunction with the Discover Program and the other resources of the Career Counselor.

### **Academic Advisement (faculty handbook)**

In the course of interacting with students, it is the responsibility of faculty members to serve as academic advisors. In addition, faculty give advice on a broad range of topics and issues. The kinds of advice offered by faculty can be categorized in the following way.\*

\* It is important to underscore that this listing is intended to be suggestive rather than exhaustive or prescriptive.

### **Program Requirements**

It is important for students to meet with an advisement professional to establish a Student Academic Plan (SAP). Returning students who are familiar with their degree requirements and those not seeking a degree or certificate may self advise.

Students are also encouraged to work concurrently with their faculty advisor in the academic discipline of their degree choice. A faculty advisor can help ensure that major specific educational objectives are met in an efficient, orderly fashion. If you have questions on course selection, entry-level skills required or general academic information contact Office of Academic Advising. With respect to program requirements, faculty advisement may address such things as degree planning (timing and sequencing of courses), identifying the appropriate catalog (degree plan to follow), selecting support electives, and meeting special requirements for a program or student (e.g., clinical performance, immunization, CPR).

### **Transfer Concerns**

Relative to transfer concerns, faculty advisement may include such things as providing information on programs at area transfer institutions, information on out of state/state institutions, and transfer procedures to those institutions. It may also include evaluation of course content of major courses being transferred in for a particular major.

## **Career Information**

Providing career information may include information about employment opportunities with various levels of education and responding to questions regarding how to select a path to follow within the field.

## **Referral**

Referral may be done when faculty advice is sought on such matters as financial aid, transportation problems, problems with transcripts, formal degree checks, personal problems requiring counseling, graduation procedures, or any issue that the faculty member determines can be best served by others.

- 4. Provide documentation that reflects accurate and complete cumulative records of educational accomplishment including:**
  - a. The number of majors (head count and FTE) in the instructional program during each of the last three years and projections for the next two years.**

<p><b>Fall 2007:</b> Head Count 132 Credit Hours 1,317 <b>Fall 2008:</b> Head Count 136 Credit Hours 1,352 <b>Fall 2009:</b> Head Count 132 Credit Hours 1,401 <b>Fall 2010:</b> Projected Head Count 132, Projected Credit Hours 1,357 <b>Fall 2011:</b> Projected head Count 137, Projected Credit Hours 1,398</p>
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- b. the size of specialized (program major) classes, if any, identified as integral elements in the program during the last three years.**

<p><b>ART-2013</b> FY 2008: 13, FY 2009: 14, FY 2010: 14 <b>ART-2043</b> FY 2008: 6 <b>ART-2133</b> FY 2008: 9, FY 2009: 14, FY 2010: 8 <b>ART-2143</b> FY 2008: 15, FY 2009: 14, FY 2010: 14 <b>ART-2183</b> FY 2008: 5, FY 2009: 4, FY 2010: 3 <b>ART-2193</b> FY 2008: 3, FY 2009: 2, FY 2010: 2 <b>ART-2233</b> FY 2008: 1, FY 2009: 2, FY 2010: 1 <b>ART-2263</b> FY 2008: 4, FY 2009: 5, FY 2010: 3 <b>ART-2643</b> FY 2008: 3, FY 2009: 2, FY 2010: 2 <b>ART-2701</b> FY 2008: 1, FY 2009: 2, FY 2010: 1 <b>ART-2703</b> FY 2008: 1, FY 2009: 2, FY 2010: 2 <b>ART-2821</b> FY 2008: 11, FY 2009: 6, FY 2010: 8</p>
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<p><b>AVERAGE SIZE</b> FY 2008: 7, FY 2009: 7, FY 2010: 7</p>
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**c. Instructional cost, including efficiencies and improved learner outcomes achieved through the use of any technology.**

Oklahoma City Community College 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 are also in the early stages of implementing virtual tutoring in the Math and Communication labs to further customize and personalize online students' education. The cost of these initiatives and efforts totals \$17, 000.00. OCCC has also dedicated a specialized team of student technology support to provide assistance to students seven days a week as they work within the learning management team which costs the College \$120,034.00.

As of August, 2010, all classrooms on campus requested to be multimedia classrooms will be appropriately equipped with computers and projectors for instructors to incorporate into their courses. The cost incurred with this multi-year effort is \$1.22 Million. Instructors are beginning to utilize classroom response systems, slates, and SMARTBoards as part of their efforts to continue to increase student engagement with course content. The classroom technologies are part of a new effort on campus so the cost thus far has only been \$15,000.00. 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 LMS, ANGEL. Faculty members are also provided multiple opportunities to increase their learning through participation in webinars on identified topics relevant to faculty's professional development goals and objectives. Data will be collected in the upcoming months on the impact of these efforts to assist with the assessment of the expenditure of funds and direct further efforts.

**d. The number of FTE faculty in specialized (program major) courses within the curriculum**

**ART-2013** FY 2008: 0.7, FY 2009: 0.7, 2010: 0.7  
**ART-2043** FY 2008: 0.1  
**ART-2133** FY 2008: 0.2, FY 2009: 0.2, FY 2010: 0.1  
**ART-2143** FY 2008: 0.5, FY 2009: 0.7, FY 2010: 0.7  
**ART-2183** FY 2008: 0.7, FY 2009: 0.7, FY 2010: 0.6  
**ART-2193** FY 2008: 0.1, FY 2009: 0.2, FY 2010: 0.2  
**ART-2233** FY 2008: 0.2, FY 2009: 0.2, FY 2010: 0.1  
**ART-2263** FY 2008: 0.5, FY 2009: 0.6, FY 2010: 0.7  
**ART- 2643** FY 2008: 0.3, FY 2009: 0.3, FY 2010: 0.4  
**ART-2701** FY 2008: 0.1, FY 2009: 0.1, FY 2010: 0.1  
**ART-2703** FY 2008: 0.2, FY 2009: 0.2, FY 2010: 0.2  
**ART-2821** FY 2008: 0.1, FY 2009: 0.1, FY 2010: 0.1  
  
**FTE TOTAL** FY 2008: 3.7, FY 2009: 4.0, FY 2010: 3.

**e. Projected job market for graduates in occupational programs during the next two years.**

Data Not Available

**f. The success of transfer students based on GPA comparisons.**

Type of Student	2007 GPA	2008 GPA	2009 GPA	2010 GPA
<b>UCO</b>				
OCCC Transfer	2.85	3.02	2.95	2.86
All Undergraduates	2.77	2.87	2.89	2.89
<b>OSU</b>				
OCCC Transfer	3.00	3.01	3.03	3.09
All Undergraduates	2.90	2.92	2.92	2.95
<b>OU</b>				
OCCC Transfer	2.77			
All Undergraduates	3.08			

**5. Provide documentation that a process exists to insure that cumulative records of educational accomplishment are securely and permanently maintained for every student, and transcripts are issued upon student request.**

The Registrar's Office establishes an official record for each student admitted to the college. Cumulative academic records are maintained and archived in compliance with all federal and state requirements and in accordance with American Association of Collegiate Registrars and Admissions Officers (AACRAO) recommendations.

The College complies with the Federal Rights to Privacy Act of 1974, as amended, regarding record integrity, security, access, and the release of Directory Information. Transcripts are issued directly to the student upon request and at no charge.

**6. Provide evidence that a formalized and effective process to address student complaints is in place and available to students.**

The Student Handbook describes the student grievance procedure. The Student Handbook is published annually so that changes can be made to stay current with all state and federal policies and rules.

Also students may at any time submit questions or complaints in boxes located across campus. The Office of the Vice President for Enrollment and Student Services collects the input from these boxes and addresses the student's question or complaint. The results are given to the student, reviewed by The Leadership Council, published on a public bulletin board in the Main Building of campus, and published in the Student Services Annual Report.

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

The Visual Arts program has seen great changes over the past five years with a move to the new Visual and Performing Arts building. The expansion of space has allowed classes to grow and lab hours to be expanded. Although not all equipment was funded in the move, many new things were purchased that have helped instructors and students alike. To complete the process, the new kiln should be ordered and a reorientation of VPAC107 is necessary.

Visual Arts has worked diligently to hire, mentor and oversee adjunct faculty. The quality of the instructors has grown since the last program review. We are now offering a number of Art Appreciation courses online and for concurrent high school students. The reach of this program is growing but the emphasis is always on quality, not quantity.

The Visual Arts program has taken the yearly assessment process quite seriously. Changes have been made yearly to upgrade the program curriculum using the data fed into the program through testing and review. This is a dynamic program that is determined to address student success in every class and for each student as an individual.

As in institution, we must continue to fund the Visual Arts program appropriately, work to finish the needed acquisitions to complete the VPAC, allow instructors to visit area universities on a regular basis to continue the conversations regarding transfer, and continue to encourage the hiring of well-trained and enthusiastic adjunct personnel.