

Comprehensive Program

Of

Visual Art

For Years

2021-2023

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Independence
COMMUNITY COLLEGE

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1.0 Program Data and Resource Repository

1.1 Program Summary

The Visual Art associate degree is designed to accommodate the art major planning to transfer to a university with an emphasis in: art studio, art education, art therapy or commercial art/graphic design. Elective courses will channel majors into their area of emphasis.

1.2 Quantitative and Qualitative Data

Narrative:

With the variety of career pathways students could choose, faculty will be exploring modifying the elective options to provide diverse courses, allowing students to build a program that will aid in success as they choose a narrower field of study after leaving ICC. With the new Systemwide Transfer General Education Pathway, there may be even more students taking some of the entry level electives as they are on the General Education list.

Chart:

		2021/22	2022/23
Number of Faculty:			
	Full time	1	1
	Adjunct	0	0
Enrollment & Student credit hours by Faculty type:			
	Full Time	21 (39 enrolled)	24 (60 enrolled)
	Adjunct	0	0
Average Class size:			
	Face-to-Face classes	5.6	7.5
	Online classes	0	0
	All courses	5.6	7.5
Completion Rates:			
	Face-to-Face classes	76.92%	96.7%
	Online classes	0	0
	All courses	76.92%	96.7%
Pass ('D' or better) rates:			
	Face-to-Face classes	100%	94.8%
	Online classes	0	0
	All courses	100%	94.8%
Pass ('C' or better) rates:			
	Face-to-Face classes	96.67%	89.7%
	Online classes	0	0
	All courses	96.67%	89.7%
Number of Majors:		6	5
Degrees Awarded:		0	1
Retention within Program		1	2

2.0 External Constituency and Significant Trends

An important component of maintaining a program lies in awareness and understanding of other possible factors that may impact the program and/or student outcomes. After consideration of these other factors, program faculty should document the relevant information within this section. As applicable, this should include the following.

- Include Advisory Member Name/ Title/ Organization/ Length of Service on committee; note the Committee Chair with an asterisk (*).
- Upload meeting minutes from the previous spring and fall semesters and attach in the appendices section (9.0).

2.1: Program Advisory Committee:

Narrative:

Transfer degree, no advisory committee

2.2: Specialized Accreditation:

- Include Accrediting Agency title, abbreviation, ICC contact; Agency contact, Date of Last Visit, Reaffirmation, Next Visit, FY Projected Accreditation Budget.
- Upload the most recent self-study and site visit documents.
- Upload agency correspondence which confirm accreditation status.
- If this does not apply to your program, write “N/A.”

Narrative:

No specialized accreditation

2.3: Other:

Discuss any external constituencies that may apply to the program. *(See Section 2.3 in the Program Review Handbook for more information.)*

Narrative:

The following HLC goals are being addressed in this review:

3.A. The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded:

- This program meets the requirements of this section by providing training to students which will lead to gainful employment.

2. This program also meets the ICC Core Values of Excellence, Responsiveness, and Diversity/Enrichment through the following:

- Excellence: We have worked to ensure academic excellence of this program through completing this review and working to improve the courses offered through assessment of student learning and making modifications as needed to continually improve.
- Responsiveness: Have addressed the changes for an accounting education by updating this program to meet the KBOR articulation agreement, which meets the program requirements of the Kansas Regent Universities.
- Diversity/Enrichment: Students are exposed to International Accounting and informed of the different processes of business they may encounter based on another country's culture.

3.0 Assessment of Program Level Student Learning Outcomes

Significant Assessment Findings

The program faculty should provide a narrative overview of the program's significant student learning outcomes assessment findings, any associated impact on curriculum, as well as any ongoing assessment plans. The program may attach data charts, assessment reports or other relevant materials.

Provide evidence of how assessment of program learning outcomes has been used to improve student learning.

Narrative:

Visual Arts Program Outcomes

Upon the completion of this program, students should:

1. Be able to develop and express ideas using visual language. **Painting I**
2. Have an intermediate knowledge of the basic skills, formal elements, and techniques of 2D and 3D art. **3D Design**
3. Have broadened knowledge of traditional and contemporary art practices, artists, history, formats, and genres. **Art Appreciation**
4. Be able to appropriately analyze, critique, write about, and speak about artwork. **Basic Drawing II**
5. Be able to professionally present artwork and associated materials when applying art related opportunities. **2D Design**

Students who identified as majors and completed the above courses(found in bold) with at least an overall score of 70% are considered to have met the requirements for meeting the above outcomes.

Faculty will be reflecting on whether this is an accurate enough measure or if a deeper look into components of projects students complete have value for assessment at the program level.

Below is a chart containing each semester's information. In each box with NA, the class either wasn't offered or there were no Art majors in the course.

	F21	SP22	F22	SP23
Painting I	NA	NA	NA	50%
3D Design	NA	NA	NA	75%
Art Appreciation	100%	50%	100%	NA
Basic Drawing II	NA	100%	NA	67%
2D Design	100%	NA	100%	NA

4.0 Curriculum Reflection

The curriculum in the Independence Community College Art Department is robust and in line with other similar Institutions. KBOR Transfer courses include Art Appreciation, 2D Design, Basic Drawing, and Painting, all of which transfer seamlessly to 4-year programs in the state and region. A healthy number of electives provides students with options that will allow them to specialize in tracks that helps even further in their future goals.

4.1 Reflection on Current Curriculum

Narrative:

Specific courses such as Art Appreciation are the best examples of the Art Departments service to ICC's student body in general. It is a universally transferable course and required at nearly every 4-year Baccalaureate program in the United States. Other courses such as Drawing, 2D/3D Design, Painting, Photography, Ceramics and Portfolio fit more specific major need in focused content areas. 2D, 3D, and Drawing are nearly universal in their alignment with four year institutions, however, Ceramics, Painting, Photography, Color Theory and Portfolio are not directly guaranteed to transfer properly. In some cases some of these courses are relics of the past and have been phased out at larger Universities. We would be wise to add Art History 1 + 2, which are listed under KBOR for transfer, relegate Art Appreciation to a lighter experience focused on project based outcomes and help fill credit hours lost by cutting other courses such as Color Theory, Portfolio or more specific studio courses such as Ceramics, Sculpture or Painting. I would also add Drawing 2 as a requirement that will transfer properly to four year institutions and help develop more fundamentals in our students.

4.2 Diversity, Equity, and Inclusion

Narrative:

Art Appreciation as a foundational first experience covers many diverse cultures, practices and points of view. Namely a small focus on Asian Art, Art of Africa, Oceanic Art, Women in Art, and Art of the Indigenous Americas. Other courses such as 2D Design cover differing views throughout time based on Politics, Social sub groups, Historical context and more. Each studio course in its own ways deals with Social, Historical, Spiritual and Political views.

4.3 Mission and Strategic Plan Alignment

Program faculty should indicate the ways in which the program's offerings align with the ICC mission. Also, in this section program faculty should provide narrative on the ways that initiatives may be tied to the ICC Strategic Plan and to HLC accreditation criterion. It is not necessary to consider an example for each HLC category, but program faculty are encouraged to provide one or two examples of initiatives in their program that are noteworthy. These examples may be helpful and included in future campus reporting to HLC. (Refer to section 2.3 for HLC categories)

Narrative:

As with all academic programs at ICC, the Visual Arts program aligns with the ICC mission by providing academic excellence. Cultural enrichment is evident with interaction between students with diverse backgrounds and discussions of Art in a variety of mediums and contexts.

5.0 Program Accomplishments

The program faculty should highlight noteworthy accomplishments of individual faculty.

The program faculty should highlight noteworthy program accomplishments.

The program faculty should describe how faculty members are encouraged and engaged in promoting innovative research, teaching, and community service.

Narrative:

The Art Department participates in multiple recruiting opportunities. Fall Arts Day has grown to over 200 students and is a great opportunity for hands on activities and engagement of future art majors. Art majors put on two shows each year, once each semester. Faculty, staff, and the community are all invited to attend and view student work and discuss work with the students.

6.0 Program Planning & Development for Student and Program Success

The program vitality assessment, goals and action planning are documented by completing the Program Summative Assessment form.

Programs should use previous reflection and discussion as a basis for considering program indicators of demand, quality, and resource utilization and a program self-assessment of overall program vitality.

Potential Enhancement Opportunities: Program faculty continuously monitor discipline/ profession trends and/or interact with external educational partners and business and industry. In doing so, it may become apparent that potential opportunities for enhancement and innovation are warranted. These should be reflected in the program goals and action plans. For initiatives that include curriculum, the Academic Affairs Office should be consulted.

Some guidelines which indicate a program should be given a Category 1 vitality recommendation are:

Maintain Current Levels of Support/Continuous Improvement: Programs with consistent successful outcomes will want to ensure that trends, resources and/or other factors remain at high quality with minor modifications suggested for improvement. Even very successful programs need to look at even small ways to continuously improve. These initiatives should be reflected in the program goals and action plans.

Revitalization Opportunities or Needs: At times, programs may find that more substantial change is needed in order to best serve the needs of students. These programs may determine that due to impacting trends and/or inconsistent and/or declining indicators of student success that Program Revitalization is necessary. Revitalization initiatives should be reflected in the program goals and action plans. In some cases, it may be appropriate to temporarily deactivate a program in the college inventory and suspend new declaration of major or enrollment until action plans can be implemented.

Phase Out: A program is unlikely to consider this category and it would be the rare exception for the VPAA to recommend Category 4 for a program that has not first gone through program revitalization. In fact, an outcome of revitalization may be a very new curriculum or new direction for a program, thus making it necessary to phase out the current iteration of the program in favor of a new one. In this case, a program may find they are both revitalizing and phasing out. In the rare case that the VPAA would make such a recommendation, it would be following failed attempts to revitalize, continued decreased demand, obvious obsolescence or compelling evidence that continuation of the program is not in the best interest of the students served and/or the best use of college resources.

(See Section 6.1 in the Program Review Handbook for more information.)

6.1 Academic Program Vitality Reflection

Narrative:

Please highlight the cell in the table below indicating the Vitality Indicator for your Program.

Potential Enhancement Opportunities	Maintain Current Levels of Support	Revitalization Opportunities/Needs	Phase Out
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Explain why:

The new Art Faculty will more than likely want to explore potential areas for growth which could lead to enhancement in the future. This will take some time for the new instructor to evaluate what is available and what growth would be best and where enhancement should take place.

6.2 Academic Program Goals and Action Plans

Programs will also establish or update 3 to 5 long-term and short-term goals and associated action plans which support student success and the vitality indicator. These goals should include consideration of co-curricular and faculty development activities. Long-term goals are considered to be those that extend 3 to 5 years out, while short-term goals are those that would be accomplished in the next 1 to 2 years. Additionally, programs should update status on current goals. Programs should use S.M.A.R.T. goal setting for this purpose. *(See Section 6.2 in the Program Review Handbook for more information.)*

Narrative:

1. Art Club: Revive student art club with students meeting each semester to connect with other artists on campus and within the community. Surveys could be done to determine how often the club meets and where and personal or collaborative activities could be planned for each meeting. This will take a few years to fully establish but could begin in the Fall 2024.
2. Student Exhibitions: Increase student visibility in the community by continuing current exhibitions as well as reaching out to the Historical Museum or Hayward Art in downtown Independence to partner on an event. This could be a yearly collaborative event in conjunction with another ICC/Community event. Start planning in 24-25 school year.
3. Community Murals: Explore ICC and Service Area collaboration for creating a mural each spring, in conjunction with the Painting I class. This could be a community project that is spearheaded by the ICC Art Department. Exploration of this possibility could begin Fall 25.

7.0 Fiscal Resource Requests/Adjustments

Based on program data review, planning and development for student success, program faculty will complete and attach the budget worksheets to identify proposed resource needs and adjustments. These worksheets will be available through request from the college's Chief Financial Officer. Program faculty should explicitly state their needs/desires along with the financial amount required.

Programs should include some or all of the following, as applicable, in their annual budget proposals:

- Budget Projections (personnel and operation)
- Expenditures and Revenue
- Extraordinary Costs
- Position Change Requests
- Educational Technology Support
- Instructional Technology Requests
- Facilities/Remodeling Requests
- Capital Equipment
- Non-Capital Furniture & Equipment
- New Capital Furniture & Equipment
- Replacement Capital Furniture & Equipment
- Other, as applicable
- Accreditation Fee Request
- Membership Fee Request
- Coordinating Reports

Programs should not include salary or fringe benefits here

Resource requests should follow budgeting guidelines as approved by the Board of Trustees for each fiscal year. The resource requests should be used to provide summary and detailed information to the division Dean and other decision-makers and to inform financial decisions made throughout the year.

7.1 Budget Requests/Adjustments

Narrative:

Please tie needs to SMART Goal (from 6.2)

Immediate Budget Requests/Needs

Long Term Requests/Needs

Immediate Budget Requests

Budget Item	Justification (use assessment data and goals to justify)	Cost	Budget Line Number

Long Term Requests/Needs

Budget Item	Justification (use assessment data and goals to justify)	Cost	Budget Line Number

Extraordinary Costs Information

EXAMPLES OF WHAT TO INCLUDE:

- extraordinary, specific equipment required for a program (*i.e.*, an X-ray machine for a radiology program, **alignment lift for auto tech, welding booths, gait belts for Occupational Therapy, fencing for Ag animal programs**)
- program-specific consumable materials (*i.e.*, the specialty paint used in an automotive collision repair program, **metal for welding, food for culinary programs, fuel for CDL, feed for Ag animal programs, microscope slides, codes, workbooks, supplies that cannot be returned**)
- depreciation **on equipment** if applicable (**equipment for which depreciation is listed should also be listed**)
- **personal protective equipment that is NOT charged to students and is replaced for each course or cohort, such as gloves and masks for nursing**

- accreditation fees specific to the program (that are not included in fees charged to students)
- facility rent (if applicable) for space due to being unable to house the program in existing campus facilities. Rent for facilities to provide education in remote locations is not extraordinary in nature
- donated equipment (such as equipment donated by Business and Industry for a specific program)
- Please include equipment/tools/materials that were paid for via grants (such as Carl D. Perkins) in addition to those paid for by the institution.

DO NOT INCLUDE:

- salaries, travel, professional development costs, marketing costs,
- instructional materials/curriculum,
- computer software or subscriptions,
- classroom resources such as books/DVD's/manuals,
- facilities-based services or facility modifications/upgrades,
- audio/video equipment,
- printers, paper, pens,
- computers/laptops,
- tables/chairs/cabinets,
- insurance costs
- student testing fees
- student uniforms, etc.

(The costs of routine office/instructional supplies and ordinary class materials and equipment are already captured in instructional and/or institutional support calculations within the cost model.)

Item	Year	Year

8.0 Authorship and Oversight

8.1 Faculty and Staff

Program faculty will provide a brief narrative of how faculty and staff participated in the program review, planning and development process. List the preparer(s) by name(s).

Narrative:

This review was prepared by Associate Professor of Art, Burt Bucher with additional narratives by Accounting Professor Melissa Ashford.

8.2 VPAA and/or Administrative Designee Response

After review and reflection of the *Comprehensive Program Review* or the *Annual Program Review*, the Division Chair and VPAA will write a summary of their response to the evidence provided. The Division Chair and VPAA's response will be available to programs for review and discussion prior to beginning the next annual planning and development cycle.

Narrative:

I agree with the findings of this program review. Heather Mydosh – Arts & Letters Division Chair

I agree with the findings of this review. There is opportunity for the Art program to grow and continue to assist students in their creative and career goals with the curricular and co-curricular programming currently available.

9.0 Appendices

Any additional information that the programs would like to provide may be included in this section.