

SVCC Transfer Program Review Template

This program review template will be used to review the following program and courses.

Program (degree): Art: A.A. 601 and A.F.A. 150

Related program courses: ART 101, ART 102, ART 113, ART 114, ART 120, ART 121, ART 122, ART 213

Transfer Program Objectives

Prompt: *What are the objectives of this program and the courses related to this degree?*

Response to prompt:

The objective of this program, including both A.A. 601 and A.F.A. 150 degrees, is primarily to prepare students for transfer to B.A. and B.F.A programs, including requisite portfolio reviews. The difference between the degrees is the number of required hours, with more elective studio courses being needed for the A.F.A degree as the portfolio requirements are more rigid and a heavier studio load is required. The courses in this program may also prepare students for careers involving art and design without transfer for additional related degrees, although we have no certificate or A.A.S programs associated with this objective. The courses are taught in a combination of practical studio work, lecture/discussion/demonstration, and critique. All the courses we currently offer are necessary foundations courses for continuing commercial, architectural and fine arts students and satisfactory completion of all courses is expected by transfer programs in the arts. While these courses are required by our majors, they are also open to non-majors seeking general education requirements in humanities or fine arts and to the larger public in pursuit of general interest and personal education goals. Because our selection of elective courses are of utmost importance to our majors, integral to the development of the portfolios they will use in transfer, and required for graduation, these core courses must be offered as scheduled. If we do not offer these courses at least once a year, our students are in danger of becoming off track for graduation. Our current staffing contributes to a potential problem: when we are short the required number of students for a full class, the class then must be taught as a tutorial or dropped for the semester, leaving our students without a course they need for their degree. As the art department currently has no full time faculty and adjuncts cannot always commit to teaching tutorials financially, our students risk being faced with core courses not being offered. There is also some concern with students starting the program in the Spring instead of the Fall and missing the first set of courses, thus setting them back a year if prerequisites cannot be excused. It is the feeling of the art faculty that these scheduling problems lead in part to our problems with retention as these students transfer without degrees to pursue the rest of the courses elsewhere instead of waiting a year to take a necessary course. Both of these issues could be resolved with the addition of full-time art faculty, which we feel is necessary for the success of meeting our program and course goals.

The core courses necessary for degree are as follows:

ART 101 – 2D Design Foundations, which provides an introduction to two-dimensional design through the analysis of visual principles as they apply to design problems. An introduction to color theory is included.

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ART 102 – 3D Design Foundations, a comprehensive study of form and structure in three dimensions covering the relationships of mass, line, texture and color.

ART 113 – Basic Drawing I, an introduction to drawing through the use of various black and white media, with an emphasis on observational representation through descriptive and expressive means. Topics to be covered include: gesture, line, value, perspective, texture and composition.

ART 114 – Basic Drawing II, an investigation of drawing through use of color with an emphasis on observational representation and thematic development through descriptive and expressive means. Topics to be covered include; gesture, line, value, perspective, texture, composition, color theory and conceptual exploration.

ART 120 – Prehistoric through medieval Art (History), this is one of three corresponding art history survey courses covering the specified period of time through lecture, presentation of slide images and class discussion.

ART 121 – Renaissance through Romantic Art (History). This is one of three corresponding art history survey courses covering the specified period of time through lecture, presentation of slide images and class discussion.

ART 122 – Modern Art (History). This is one of three corresponding art history survey courses covering the specified period of time through lecture, presentation of slide images and class discussion.

ART 213 – Life Drawing I. This course is an introduction to drawing the human figure through the use of various black and white media. Topics to be covered include; basic drawing concepts, structural anatomy, proportions, movement and the pictorial form.

NOTE: Media arts certificate program is entirely managed off-site and administered separately from the campus degree system. Information on this program has been omitted.

Transfer Program Need

Prompts: *Is there a need for this program? Is the array of courses offered for this program appropriate to meet the needs of students?*

Possible topics to discuss: Program enrollment, class enrollment, program/class enrollment by ethnic group, number of declared majors (total and by ethnic category), number of completions (total and by ethnic category), number of transfer students (total and by ethnic category).

Data sources: Table 1A, Table 1B, Table 2

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Response to prompts (identify strengths and challenges): In your narrative, please refer to the data sets or evidence you have chosen to support your case.

Program enrollment # 210 to 319 a year consistent with general college enrollment number fluxuation and a 5 year total of 1318

Class enrollment# 5 year averages/t

Actual: Art101 – 10.6/127, art102- 8.8/44, ART113 – 11.9/119, ART114 – 11.4/57, ART120 – 22.3/156, ART121 – 22.6/113, ART122 – 20.3/142, ART213 – 5.8/46

Program/class enrollment by ethnic group # A.A. – 178, A.F.A. - 122

Number of declared majors (total and by ethnic category) AA. 79, A.FA. 48

Number of completions (total and by ethnic category) A.A. GECC 34, Fall & Spring semesters to completion 6, Bachelor7, A.F.A. GECC 0 Fall & Spring semesters to completion 14, Bachelor 0. **Table 2**

Number of transfers (total and by ethnic category) A.A. 17, A.F.A 4. **Table 2**

Identify strengths and challenges

There is strong need for this program. The Bureau of Labor Statistics projects job growth in most art-related occupations and the move of the culture away from text toward visual media support the practical need for a strong visual arts program. 2014 -15 showed an even higher increase in the number of students in our classes and expected majors. Without the art program, we would lose these students to other nearby colleges that offer similar programs, which would also negatively affect the college numbers and enrollment in general education courses as a whole. Our classes not only provide for art majors, but for general education requirements and adult education programs as well. Our majors provide enrollment in other courses in other departments as they complete their general education requirements at the college. While we are currently moving towards a strong selection of courses in the program with the addition of ART 271 Professional Practices and Procedures in Art this year and the addition of Metals Sculpture slated for next year, we need to continue in order to remain current in our requirements and relevant in competition with other institutions and to provide our students with substantial portfolio work for transfer. In short, offering more and a greater variety of studio courses brings in more students. In order to be successful in this, we need full time art faculty as our current adjunct faculty is maxed out in hours and cannot as such teach full classes of what we need, forcing us to either offer some classes as tutorial or not at all. The fact alone that this is a concern should be enough evidence to show need of this program and need of growth in it.

Transfer Program Cost Effectiveness

Prompts: Is the program cost effective? *What steps can be taken to offer courses more cost effectively? Does the program need additional resources?*

Possible topics to discuss: Has the program remained within its allocated budget? Is the budget adequate to supply necessary services? Is the program’s net income positive or negative? Does the program need additional resources? What resources are needed?

Available Data Sources: Table 3A, Table 3B

Response to prompts (identify strengths and challenges). In your narrative, please refer to the data sets or evidence you have chosen to support your case.

Has the program remained within its allocated budget? Yes except FY14 and FY15

Is the budget adequate to supply the necessary services? No, need full time faculty and a separate budget for the art gallery.

Is the programs net income positive or negative? Positive

Does the program need additional resources? Yes

What resources are needed? Full time faculty, additional studio courses, separate budget for the art gallery.

The program remained under budget until 2014, in which it was over budget by \$635 but still had total revenue of \$75,952.54 and a net income of \$43,576. We are currently over budget in the 2015 fiscal year due mainly to a new method of ordering class materials directly from a distributor; however, as the fees for these materials are added to class fees, the currently over budgeted amount should drop when the class fees are appropriately placed. The second over budgeting issue is the gallery, as some funds for it have been charged to the art department budget when no money for its expenses was budgeted there. The gallery needs its own budget line item, as was requested when the gallery was installed. The department also needs a full-time faculty member. Kathryn Snow provided cost of full time at \$39,131-59,243 (with an additional health insurance cost of \$8978 – \$16,111 depending on benefit plan). The five-year net income of the art department was \$301,887, which demonstrates that we can afford full time in the art department on existing enrollment and reasonably expect the student growth and completion to improve the contribution of the department to the institution.

Transfer Program Quality

Prompts: *Do the program and the program's courses provide quality and pertinent educational opportunities for students? What steps need to be taken to update or improve the program or the program's courses? Describe any programmatic achievements.*

Possible topics to discuss: Fulltime to part-time faculty ratio, amount of overload, class sizes, communication practices between full-time and part-time faculty (including dual credit), professional development of faculty, grade distributions, success of students in classes with prerequisites, course scheduling (sequencing), convenience of class schedule (day, evening, online course availability), relevance of equipment. Any irregularities between ethnic groups or gender could be noted for many of the categories above.

The types of and quality of materials and equipment could also be discussed here along with facility quality.

The following topics MUST be discussed in this section to satisfy ICCB and HLC guidelines: retention rates, degree completion rates, proportion of faculty participating in assessment (FT and PT including dual credit) and the impact of academic assessment on the program.

Available Data Sources: Student surveys, Table 1A, Table 1B, Table 2, Table 4A, Table 4B, Table 5A, Table 5B, Table 6, Assessment Data Base, College Dashboard, program surveys, focus groups, interviews, etc..

Response to prompt (identify strengths and challenges). In your narrative, please refer to the data sets or evidence you have chosen to support your case.

Full time to part time faculty ratio. We currently have no fulltime faculty in the department.

Amount of overload. NA. However, significant amount of volunteer work is required from the adjunct faculty as we have no full time.

Class sizes. Studio courses must be capped at no more than 18 students due to the room size and interactive nature of these courses. Art appreciation is capped due to IAI writing requirements. This caused a reduction in class sizes during this program review period.

Communication practices between full and part time faculty (including dual credit) We have no full time faculty at this time. Communication between adjuncts is difficult with class schedules on different days. In 2013-14, a 1CR per semester position was approved to provide the essential coordination that is lacking by not having a full-time professor.

Professional development of faculty. The college provides no support to the adjuncts who serve as the faculty for the program beyond the various adjunct activities common to all. Staying current in the field is left entirely to the voluntary efforts of the adjuncts.

Grade distributions. Equivalent with college distributions.

Success of students with prerequisites. Students completing the prerequisites are more successful in the courses as the skills acquired and information conveyed is necessary for the next step/course.

Course scheduling (sequencing). Courses required for degree must be taught at least once a year regardless of number of students in that course as students become off track if a class is canceled and we risk losing them to another school to complete the degree instead of waiting a year to take the class at our college. Art is a degree that has stringent schedules, especially when paired with education. Students who don't take the required prerequisites the first semester face unintended and unavoidable completion delay.

Convenience of class schedule (day evening online course availability) Satisfactory, given the limitations in staffing. Watercolor and Oil painting being restricted to summer is likely reducing both enrollment and availability of those important electives.

Relevance of equipment. Mostly satisfactory as long as we do not look at the modern expectation that we should have graphic arts capabilities on campus. Easels need to be repaired. And more drawing boards need to be bought due to increase in student numbers. Sculpture equipment was not all recovered, but the program is making due by borrowing from existing maintenance equipment. The proposed metal sculpting course will make use of existing welding materials. We are doing what we can with what we have.

Retention rates and degree completion rates. Our numbers of completion are low, as discussed in other areas of the review we feel that this is because of a few issues we are

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currently facing. Some of our transfer schools do not require courses our degrees require such as math (MIAD is the primary school here), our students who are transferring there are not finishing these courses as they do not need them at their transfer school and as such they are not completing our degrees. Most of these students are only one or two courses short of completing our degree. We recommend addressing reverse transfer for these students. It is also felt that as a department of adjuncts we currently have no one in the department to track students through our program, discuss degree options with them and encourage them to finish the course or two the need from Sauk to complete.

Proportion of faculty participating in assessment (FT and PT including dual credit)
Impact of academic assessment on program. Because there is no FT faculty member, assessment data is entirely lacking in the GECC humanities assessment area. Given the portfolio nature of the degree program, assessment data could be captured with a full-time professor to oversee the process.

Our current programs and courses within the programs do provide quality and pertinent educational opportunities for our students. Over the last year we have begun the process of adding new courses in order to keep this standard and remain current. This needs to continue. We have also established a college gallery and department scholarships and awards which provide our students necessary experience in the program and opportunities for success in it. In order to be successful in our building of the department we need full time art faculty.

Focused Questions from the Administrative Review Team (ART)

Question 1. What impact has the part-time Art Coordinator had on enrollment and what is expected impact in the future?

Response to question 1 (please refer to any data sets or evidence to support your case):
The part-time art coordination has demonstrated both the full potential for growth presented by hiring a full-time professor and the limitations of trying to continue to function with part-time coordination. We have seen a significant rise in students within the art program in 2014/15, the fall drawing classes had 18 and 11 students respectively (the class cap is 18) and in the spring both were maxed out at 18, we have not seen enrollment this high in studio classes in the last five years. As part-time department and gallery coordinator I was instrumental in the creation of the gallery itself, and in our new visual arts scholarship awarded for the first time last year for which I am currently working on fundraising events to support in the future. I also organized and acquired awards from the foundation for our first juried student art show in the fall and have brought in the transfer coordinator from Milwaukee Institute of Art and Design to do portfolio reviews for our students. I am the visual arts member of the Fine Arts Committee in which we organize events like Fine Arts Performance Hour, create and monitor individual department websites, meet with councilors regarding the needs of our students and programs in registration activities and generally promote and support fine arts at Sauk. My duties as coordinator also include curriculum development, operational planning, class creation (Art 271 Professional procedures and practices in Art, Art Metals Sculpture w/Amy Dosset and Art 204 Painting II), organization of meetings to facilitate departmental

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communication, department trips and acting as lead writer on this 5 year review. I am often contacted by individuals and organizations from both the surrounding towns and the college itself to help with their individual art related needs such as repainting the college logo on the baseball dugouts, judging the safari student show, designs for fundraisers and finding student illustrators for local authors looking to publish. It is our feeling that it is this new visibility combined with additional art related opportunities for our students are responsible for the rise in student numbers. These activities are essential to both our program and our students growth and success in it (and success in transfer programs), however the part time gallery and department coordinator position is a one credit hour position and the needs and work necessary go far above the time and pay allotted for one credit hour, as such a large portion of the work becomes voluntary, which as a part time employee is financially difficult to manage. It is also impossible to run a full time art gallery with part time staff.

While a position such as this is highly necessary at the current time it is more of a Band-Aid than a solution. Our department cannot continue to grow or even sustain its current level of competency without full time faculty. It is essential we hire full time art faculty at this time before we lose the ground we have already gained.

Question 2. What occurred from FY 2010-2014 to affect the number of declared majors, degrees awarded and transfer students in both programs?

Response to question 2 (please refer to any data sets or evidence to support your case):

The largest perceived conflict we have when it comes to retaining our students and transferring them with degrees is our lack of full time faculty to help track our students through the program, offer enrichment activities such as an arts club and academic advising, support the program through committee work and be on campus full time to meet the needs of students. As we only offer the majority of our core courses once a year and have no full time to teach them if the numbers trend toward tutorial, we are faced with asking adjunct faculty who often cannot financially afford to teach at that rate or cancel the classes leaving a gap in the students program. If the students have to wait a year for a necessary class it stands to reason that they would choose to complete it elsewhere. This semester we came close to crisis, while the drawing classes were both maxed out at 18 we had lower enrollment in 2D design, 3D design, Sculpture and Photography. The first week of the semester showed low enough enrollment in these courses that all of them would have had to have been taught as tutorial. Had the numbers not gone up and the adjunct faculty agreed to teach a few of the courses as tutorial we would not have been able to offer these courses at all (our remaining adjunct faculty is maxed out on hours and it is unlikely that we would have found additional faculty willing to teach tutorial at this late date), two of which are necessary for degree completion. Had this occurred we would likely have lost students close to degree completion as they would have chosen to finish these courses at their transfer schools instead of waiting another semester or year to take them at Sauk. This problem could be solved with full time in the art department. We have also had an issue with our required math not being necessary to transfer to some art programs like that at MIAD as the students transfer without taking the then unnecessary course. As such we are in need of a reverse transfer program in order to accurately track and count student completion in our degree program. This is a problem we have faced for some time and is why our degree

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completion is so low, it is the feeling of the department that full time faculty would help to raise these numbers.

Note: This year's data on major numbers was incorrect, the table showed 3 art majors between both A.A. and A.F.A degrees. However when I tracked my Fall 14/Spring 15 students through SOAR I found I had 22 majors between the programs.

Question 3. Why is the fall to fall retention rate for these programs so low? Students seem to be leaving the College and not just changing majors.

Response to question 3 (please refer to any data sets or evidence to support your case):
Again, the largest perceived conflict we have when it comes to retaining our students and transferring them with degrees is our lack of full time faculty to help track our students through the program, offer enrichment activities such as an arts club and academic advising, support the program through committee work and be on campus full time to meet the needs of students. As we only offer the majority of our core courses once a year and have no full time to teach them if the numbers trend toward tutorial, we are faced with asking adjunct faculty who often cannot financially afford to teach at that rate or cancel the classes leaving a gap in the students' program. If the students have to wait a year for a necessary class it stands to reason that they would choose to complete it elsewhere. This semester we came close to crisis, while the drawing classes were both maxed out at 18 we had lower enrollment in 2D design, 3D design, Sculpture and Photography. The first week of the semester showed low enough enrollment in these courses that all of them would have had to have been taught as tutorial. Had the numbers not gone up and the adjunct faculty agreed to teach a few of the courses as tutorial we would not have been able to offer these courses at all (our remaining adjunct faculty is maxed out on hours and it is unlikely that we would have found additional faculty willing to teach tutorial at this late date), two of which are necessary for degree completion. Had this occurred we would likely have lost students close to degree completion as they would have chosen to finish these courses at their transfer schools instead of waiting another semester or year to take them at Sauk. This problem could be solved with full time in the art department. We have also had an issue with our required math not being necessary to transfer to some art programs like that at MIAD as the students transfer without taking the then unnecessary course. As such we are in need of a reverse transfer program in order to accurately track and count student completion in our degree program.

Question 4. What modifications to the curriculum would make it more marketable and provide additional connections with advanced degrees that may help with job placement?

Response to question 4 (please refer to any data sets or evidence to support your case):

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Again, the largest perceived conflict we have when it comes to retaining our students and transferring them with degrees is our lack of full time faculty to help track our students through the program, offer enrichment activities such as an arts club and academic advising, support the program through committee work and be on campus full time to meet the needs of students. As we only offer the majority of our core courses once a year and have no full time to teach them if the numbers trend toward tutorial, we are faced with asking adjunct faculty who often cannot financially afford to teach at that rate or cancel the classes leaving a gap in the students' program. If the students have to wait a year for a necessary class it stands to reason that they would choose to complete it elsewhere. This semester we came close to crisis, while the drawing classes were both maxed out at 18 we had lower enrollment in 2D design, 3D design, Sculpture and Photography. The first week of the semester showed low enough enrollment in these courses that all of them would have had to have been taught as tutorial. Had the numbers not gone up and the adjunct faculty agreed to teach a few of the courses as tutorial we would not have been able to offer these courses at all (our remaining adjunct faculty is maxed out on hours and it is unlikely that we would have found additional faculty willing to teach tutorial at this late date), two of which are necessary for degree completion. Had this occurred we would likely have lost students close to degree completion as they would have chosen to finish these courses at their transfer schools instead of waiting another semester or year to take them at Sauk. This problem could be solved with full time in the art department. We have also had an issue with our required math not being necessary to transfer to some art programs like that at MIAD as the students transfer without taking the then unnecessary course. As such we are in need of a reverse transfer program in order to accurately track and count student completion in our degree program. We need to continue to add and refresh studio courses (to keep them current) and add extracurricular arts activities such as an arts club. Over the past few semesters we have added a professional practices course, oil painting 2 and are working on a metals sculpture course, this growth needs to continue.

Question 5. Is it necessary to have both an A.A. degree and an A.F.A. degree for the Art program?

Response to question 4 (please refer to any data sets or evidence to support your case):
Yes, not all transfer programs accept all of our courses. The AFA with fewer hour requirements allows for students to complete a degree in less time and with fewer courses before transfer however the A.A. is also necessary as with it the students have a reason to stay at Sauk longer and are able to take more of our elective studio courses. The more flexibility, opportunities and variety we have in degrees and courses will help us not only keep our current students but acquire more in greater numbers.

Responses to Program Challenges. Every program has challenges it must overcome. This program review process allows Sauk employees to identify those challenges and then create a plan to overcome those challenges. Please describe the program's challenges and the purposed

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response below. These responses will be added to the Operational Planning matrix found below.

Response to Challenges:

Our most pressing issue is that we have no full time faculty in the art department; this negatively affects us in many ways. The first being the number and quality of the courses we offer. As we are currently a department of adjuncts we have a restriction on the number of courses we may teach in order to stay under the federally mandated rate, this means that we are sometimes forced to teach classes that might otherwise fill as tutorials. We must limit the amount of tutorials taught as part time faculty cannot often afford to teach them with the compensation rate and core courses are then in danger of being canceled and forcing our students to either wait another year or semester to take the class or take it at another college and as such not complete our degree. Tutorials are also a problem with studio classes as the amount of time with instructor is lessened. While the student gets the same hour number as he or she would from a full class, they have not had equal instruction to a full class and quality of work lessens making progression to the next level an issue. Full time faculty would also be present throughout the week to assist our majors and help them succeed in and complete their degree program where as adjuncts can only be on campus a few days a week and for the duration of class. The gallery is expected to be run as a fulltime gallery but is run by a part-time coordinator making this impossible. While we have wonderful adjuncts who have volunteered a great amount of their time to work towards this we are reaching a point where it cannot continue on volunteer work alone. This department needs full time faculty.

Program Bookkeeping Tasks

Task List	Description of Task	Is the task complete?
Course outlines	Please review all course outlines for the courses listed at the top of this document and send it to Curriculum Committee for approval. ALL outlines must go through Curriculum Committee even if no or few changes were made.	
Catalog descriptions	Please review catalog descriptions of the program. If there are changes to the program description, please send it to the Curriculum Committee for approval.	X
Course descriptions	Please review course descriptions found in the catalog that are listed at the top of this document. If there are changes to the course descriptions please send them to the Curriculum Committee for approval.	X
1.1 transfer completion list	This task will be completed by IR Department.	Yes

Program Review Team's Final Recommendation

Recommendation	Check only one
Continued with minor improvements	X
Significantly modify the program	
Discontinued/Eliminated	
Other, please specify:	

Signature/Date	Program Review Team Member	
		Chair
		Member
		Member

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Program Review. Items from the program review will be entered here. *After this program review is complete and approved, transfer (paste and copy) the items below to your FY 2016 Operational Plan.*

** Use the origination code PR 2015.*

Origination Code*	Date Activity was Added to this OP (MM/DD/YYYY)	Name(s) of Individual(s) Responsible	Description/Purpose/Justification of Proposed Activity	Goal/Desired Result from Activity (measurable and under department's control)	Target Completion Date for This Activity (MM/DD/YYYY)	Actual Results from this Activity	Actual Completion Date for this Activity (MM/DD/YYYY)
PR '15	3/2/2015	Administration	Hire full-time art faculty	Continue growth in student retention and community outreach activities.	Fall 2015		
PR '15	3/2/2015	Administration	Hire coordinator for art gallery – could be pro-tech rather than faculty position	Establish regular hours, schedule visiting artist shows, coordinate shows	Fall 2015		
PR '15	3/2/2015	Administration	Hire student worker for art gallery *	Help provide security and assistance as well as provide professional practice opportunity for student	Fall 2015		
PR '15	3/2/2015	Full-time professor	Form Student Art Organization	Create more cohesive art student body: increase program retention**	Fall 2015		
PR '15	3/2/2015	Full-time professor and adjunct faculty	Hold art auction possibly including student work	Fund art scholarship **	Spring 2016		
PR '15	3/2/2015	Gallery coordinator	Visiting artist lecture series in the gallery coordinated with show	Connect with community and prospective students***	Fall 2015		

Comments: * There is discussion about combining art, music, and theater into a fine arts work study position who would be working between the 3 areas, each of which have fluctuating need for hours.
 **Depends on availability of full-time art professor: adjunct volunteer hours are not sufficient to carry this out.
 *** Depends on availability of gallery coordinator; adjunct volunteer hours are not sufficient to carry this out..

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ACADEMIC DISCIPLINE PROGRAM REVIEW SUMMARY REPORT

Required ICCB Program Review Report

Sauk Valley Community College (506)

Academic Year 2014 - 2015

Academic Degree (discipline)	Art: A.A. 601
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Summary

Objectives: What are the objectives of the course and sequences of courses (such as developmental through college-level) in the discipline? To what extent are they being achieved?

The objectives of this program, including both A.A. 601 and A.F.A. 150 degrees, are primarily to prepare students for transfer to B.A. and B.F.A programs, including requisite portfolio reviews. The difference between the degrees is the amount of required hours, with more elective studio courses being needed for the A.F.A degree, as the portfolio requirements are more rigid and a heavier studio load is required. The courses in this program may also prepare students for careers involving art and design without transfer for additional related degrees. Our recently added Art 271 Professional Practices and Procedures in Art also helps with our student's marketability by training them in the writing of cover letters, artist statements and resumes, assemblage of a portfolio, website building and other key skills necessary for successful transfer and employment within the arts. We need to encourage the students to enroll in this class and take advantage of the opportunities. Acquiring full-time faculty for the art department would make these activities sustainable and benefit our students.

Need: It is expected that there is a continuing need for courses in each of the academic disciplines, but is the array of courses offered appropriate to meet the needs of students and support academic programs?

With the current addition of studio courses over the last year we are currently offering a program appropriate for the needs of our students, but this must continue to keep it so. In order to be a successful department and retain and complete students through our program we need full time faculty.

Cost-effectiveness: What steps can be taken to offer courses more cost effectively? Are there needs for additional resources?

Our courses are being offered cost effectively. The budget issue from 2014/2015 was a result of funds for the gallery being pulled from the art department and a change in the method of ordering our course supplies, which should be resolved when the course fees are added in. The department had a net income of \$301,887 over the last five years. The gallery needs its own budget. The department needs full time faculty.

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Quality: Based on the results of assessment and other information about courses and sequences of courses in the discipline, what steps need to be taken to update or improve instruction? Describe any programmatic achievements already achieved or are planned for the future.

The recent additions of our gallery, visual arts scholarship, student art awards and new studio courses have improved our program as a whole. These things not only bring more interest and reasons for students to attend Sauk for an art degree rather than traveling further to another college, but they also give the students opportunities to create outstanding achievements while at Sauk, making them more marketable to transfer schools and employers both. These opportunities must continue. However, the gallery cannot be run full time by part time staff and the scholarships and awards need funding.

Our recently added Art 271 Professional Practices and Procedures in Art also helps with our student's marketability by training them in the writing of cover letters, artist statements and resumes, assemblage of a portfolio, website building and other key skills necessary for successful transfer and employment within the arts. We need to encourage the students to enroll in this class and take advantage of the opportunities. Acquiring full time faculty for the art department would make these activities sustainable and benefit our students.

Transfer Courses: Generate a list of 1.1 transfer courses within the discipline and action taken to obtain current articulation agreements.

EL = elective

SVCC Course	Eastern Illinois University	Illinois State University	Northern Illinois University	Sothern Illinois University-Carbondale	Western Illinois University
ART 101	ART 1110	EL MAJOR	ART 102	AD 100A	ARTS 101
ART 102	ART 1111	EL MAJOR	ART 103	AD 100B	ARTS 102
ART 113	ART 1000	EL MAJOR	ART 100	GEN EL	ARTS 140
ART 114	ART 1001	EL MAJOR	ART 101	GEN EL	ARTS 240
ART 120	ART 2601G	ART 155	ARTH 291; GE HUM	AD 207A	ARTH 282
ART 121	ART 2602G	ART 156	ARTH 292; GE HUM	AD 207B	ARTH 283
ART 122	ART 3680	ART 257	GE HUM FA	AD 207C	ARTS EL
ART 213	ART 2000	ART 213	ARTS 200	GEN EL	ARTS 241

Academic Degree (discipline)	Art: A.F.A. 150
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Summary

Objectives: What are the objectives of the course and sequences of courses (such as developmental through college-level) in the discipline? To what extent are they being achieved?

The objectives of this program including both A.A. 601 and A.F.A. 150 degrees are primarily to prepare students for transfer to B.A. and B.F.A programs including requisite portfolio reviews. The difference between the degrees is the amount of required hours with more elective studio courses being needed for the A.F.A degree as the portfolio requirements are more rigid and a heavier studio load is required. The courses in this program may also prepare students for careers involving art and design without transfer for additional related degrees. Our recently added Art 271 Professional Practices and Procedures in Art also helps with our students marketability by training them in the writing of cover letters, artist statements and resumes, assemblage of a portfolio, website building and other key skills necessary for successful transfer and employment within the arts. We need to encourage the students to enroll in this class and take advantage of the opportunities. Acquiring full time faculty for the art department would make these activities sustainable and benefit our students.

Need: It is expected that there is a continuing need for courses in each of the academic disciplines, but is the array of courses offered appropriate to meet the needs of students and support academic programs?

With the current addition of studio courses over the last year we are currently offering a program appropriate for the needs of our students but this must continue to keep it so. In order to be a successful department and retain and complete students through our program we need full time faculty.

Cost-effectiveness: What steps can be taken to offer courses more cost effectively? Are there needs for additional resources?

Our courses are being offered cost effectively. The budget issue from 2014/2015 was a result of funds for the gallery being pulled from the art department and a change in the method of ordering our course supplies which should be resolved when the course fees are added in. The department had a net income of 301,887 over the last five years. The gallery needs its own budget. The department needs full time faculty.

Quality: Based on the results of assessment and other information about courses and sequences of courses in the discipline, what steps need to be taken to update or improve instruction? Describe any programmatic achievements already achieved or are planned for the future.

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The recent addition of our gallery, visual arts scholarship, student art awards and new studio courses have improved our program as a whole. These things not only bring more interest and reasons for students to attend Sauk for an art degree rather than traveling further to another college but they also give the students opportunities to create outstanding achievements while at Sauk making them more marketable to transfer schools and employers both. These opportunities must continue, however the gallery cannot be run full time by part time staff and the scholarships and awards need funding.

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Transfer Courses: Generate a list of 1.1 transfer courses within the discipline and action taken to obtain current articulation agreements.

- Art 101 – 2D Design Foundations
- Art 102 – 3D Design Foundations
- Art 113 – Basic Drawing I
- Art 114 – Basic Drawing II
- Art 118 – Survey of Western Art
- Art 120 – Prehistoric Through Medieval Art History
- Art 121 – Renaissance Through Romantic Art History
- Art 122 – Modern Art History
- Art 202 – Watercolor Painting
- Art 203 – Oil Painting
- Art 213 - Life Drawing I
- Art 225 - Photography
- Art 250 – Sculpture I

Program Review Committee Recommendations	
This Program Review is considered complete.	X
<p>The following are the recommendations from the Program Review Committee: Note: These recommendations are a compilation of recommendations for the Art, Theatre, and Music Programs. These same recommendations will be found in those program reviews.</p> <p>The Program Review Committee has completed the reviews of three fine arts programs in the spring of 2015 including theatre, art, and music programs. It is the feeling of the Committee that these three programs have the ability to grow in enrollment if an effective and coordinated plan is developed. This plan includes a minimum of the following steps:</p> <ol style="list-style-type: none">1. Increase the dual credit offerings in the district to grow enrollment, but as importantly, increase the visibility of the three programs in the high school community.2. Create an effective, coordinated marketing effort for the three fine arts programs.3. Utilize the talent already on campus to direct and coordinate those marketing efforts.4. Develop a more robust set of fine arts activities on campus and off campus in order to grow the reputation of the College as a cultural center of theatre, art, and music culture in the local and surrounding communities.5. Investing modestly in some new equipment for the art and music programs so that they have contemporary equipment for teaching Sauk's current students, but also to recruit new ones. <p>The Art and Fine Art degrees are being taught primarily by adjunct faculty and so the cost to teach these programmatic classes is relatively low. However, enrollment in the Art program courses are generally high enough for the program to make a profit each year. The program profits the college \$60,377, on average, each year, although enrollment is falling along with total College enrollment.</p> <p>The Music program is struggling with student numbers, but because cost is low is currently remaining in the "black" by profiting \$7,604 on average for the last five years. Music classes are predominantly being taught by adjunct faculty.</p> <p>In order to improve the recruiting efforts, to improve the overall consistency of the programs, and to increase reputation of the college as a cultural center of the arts, the Program Review Committee recommends the following, in order of funding and resource priority:</p> <ol style="list-style-type: none">1. Hire a full-time faculty member to teach classes within the art program, coordinate activities related to the arts, and to recruit new students. This faculty member would be responsible for:<ol style="list-style-type: none">a. being a liaison between art students and the academic advising staff on campus in order to facilitate seamless transfer from Sauk to other 4-year programsb. developing and advising an art club to promote a culture of art on campusc. being the sole coordinator of the SVCC art galleryd. hosting art shows and competitions on campus annuallye. participating in some recruiting visits to local schools	

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f. teaching some dual credit courses off-campus in order to grow enrollment to support the program
 g. attending local art shows as a representative of SVCC

2. Use an existing faculty member to be the fine arts recruiter. This would require the reduction of the load of a single full-time faculty in the arts by three credits per semester to become an ambassador and recruiter for all of the arts programs at SVCC. This person would be responsible for visiting 15 district high schools annually and would be available to promote the three programs to other non-traditional student audiences. Additionally, this person would be the SVCC ambassador at local art, theatre, and music productions. Additional duties would be determined later.

3. Hire a full-time music instructor. This program is struggling with enrollment and continuity. The music program is complex and requires a full-time faculty to coordinate music activities, advise students, and teach a full load. Additional responsibilities would include:

- a. being a liaison between music students and the academic advising staff on campus in order to facilitate seamless transfer from Sauk to other 4-year programs
- b. developing and advising a music club
- c. directing the SVCC choir and concert band
- d. hosting music shows and competitions on campus
- e. participating in some recruiting visits to local schools
- f. teaching some dual credit courses off-campus in order to grow enrollment to support the program
- g. attend local music shows as a representative of SVCC

Signature of the Program Review Committee Chair	Dr. Steve Nunez
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Dean of Academics and Student Services Recommendations	
The Program Review has been reviewed.	
The following are the recommendations from the Dean:	
Dean's Signature/Date	Dr. Jon Mandrell

President's Recommendation	
The Program Review has been reviewed.	
The following are the recommendations from the President:	
President's Signature/Date	Dr. George Mihel