

Eastern Wyoming College

Instructional Program Review 2011 - 2012

Program: Art

**Prepared by:
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Date of Report: April 2012

EASTERN WYOMING COLLEGE Instructional Program Review

Program Name: ART

Part I: Statistical Data from the past three years:

	2008 - 2009	2009 - 2010	2010 - 2011	5-Year Average
Annualized FTE Enrollment	35.5	39	40.4	34
Annualized FTE Faculty	3.8	4.0	4.9	3.9
# Students	14	20	17	12
# Graduated	0	0	3	1

FTE = Full-time equivalent Notes:

Modes of Delivery:

Online (starting in Fall 2012)
 compressed video
 face-to-face

Advisory Committee Members and Title or Role: N/A

Community Partners or Internships: N/A

Revisions in Curriculum Since Last Review:

Since the last review, a few changes have been made. ART 1120 Foundations: Three-dimensional has been added to the program to bring it into conformity with UW's art program. This change necessitated reducing the number of elective credit hours in the program from nine to six. These changes will go into effect in Academic Year 2012-2013.

Part II Narrative Analysis

Description of State and National Trends (if applicable)

Wyoming	Employment		Percent Change	Job Openings
	2004	2014		
Art and Design Workers	939	1124	19.7	33

Activities in Support of Student Recruitment and Retention:

Since beginning as the art instructor in the Spring of 2011, I have made, and will continue to make, annual visits to the high schools of Goshen County in order to speak to senior art students. These visits are intended to educate high school students about the offerings of the Art Program here at EWC.

Additionally, I have grown the EWC Art Club from four students to eight over the past year. The Art Club has become more active in the community, assisting the Goshen Community Theater with set design/painting and helping the Elk's Lodge with their annual community Haunted House. The Art Club also sponsored a guest speaker this past semester. These activities are all undertaken with the intention of increasing the visibility of the art program, and thereby attracting future students and retaining current students.

Assessment of Student Learning:

The CATS completed in class include Memory Matrix, Questionnaire, and Portfolio. Through these techniques, it has been demonstrated that students retain little information when that information is presented orally. I am making changes in my delivery to encourage more interaction and engagement from the students in order to strengthen their grasp of the material that is covered in class. The program assessment for art majors is a public art show.

Strengths of the Program and Faculty:

My strengths as an art faculty member are in the 2-D fields of the visual arts. I am a painter and as such, can provide students with a solid background in drawing, painting, design, and color theory. Because of art history coursework I took as a college student myself, I am also able to successfully teach Art History I and Art History II.

The art program at EWC is one in which students can acquire the traditional skills of art making, upon which all other skills can be built.

Part III Recommendations

Faculty Recommendations:

My recommendations for continuous improvement are as follows:

A. Student Learning: As is quite common, students coming into college art programs are not prepared for the seriousness of the coursework. My short-term goal is to continue to hone the program to bring it into conformity with similar college art programs, while at the same time providing an enjoyable and rewarding educational experience for the students. Some important changes have already been made, such as implementing Open Studio Hours, during which students can access the studio to complete course requirements. Also, I have incorporated other forms of assessments in addition to the usual studio projects. These other assessments include the form of graded classroom discussions, readings, group projects, and oral reports.

The University of Wyoming requires a three-credit art studio class to meet 5 hours each week. EWC's art program was short of that standard; however, I have made changes to the program to solve this problem by Fall 2012.

B. Equipment and Facilities: The facilities are weak when it comes to classes such as Sculpture I and Ceramics. We have no Sculpture studio at the moment. Ideally, the program should have two studio spaces, one for 2-D work, such as drawing and painting; and another for 3-D work like sculpture and ceramics. The various approaches to art- making require various studio environments. The current facilities limit the content of certain courses in adverse ways. Without electric saws and other heavy equipment, classes like Sculpture I suffer under the current circumstances. Students would also benefit from the insight that another faculty member in the department can bring. A faculty member, even an adjunct, focused on teaching ceramics and sculpture, would greatly add to the program. Instructors at the college level in the visual arts are specialists. I am a painter, and have been trained to teach drawing, painting, design, and color. We need an instructor who specializes in ceramics and sculpture to provide the students the optimal learning experience in those disciplines.

C. Art Gallery: One of the features of a solid art program that is lacking at EWC is sufficient exhibition space. The Fine Arts Building Lobby has served this purpose, but the glass display cases in which art is shown greatly limit the type of art that can be placed on display here in terms of medium and size. Large paintings simply do not fit. My recommendation, which will be written up as part of my Strategic Plan, is to remove the current display cases and install a discreet track system that is practically unnoticeable when there is no work on display, but which can easily handle art work of a variety of sizes. This more streamlined display system could help to build an EWC Gallery "brand," which could attract more members of the community into the Fine Arts Center. Other faculty could also use the display space to exhibit student reports. A multi-functional exhibition space would greatly enhance Eastern Wyoming College. As the campus continues to grow, a more traditional gallery space would provide even more opportunities for, not only community outreach (the local public schools could hold art exhibitions here), but events on a state or national level. For instance, EWC could host a national juried exhibition, inviting submissions from artists across the country.

D. Budget: The current budget is sufficient for the program.

Action Plans - Year One through Year Three

Action Plans are attached.

Advisory Committee Recommendations: N/A

Division Chair Recommendations:

I have read Mr. Cline's Instructional Program Review 2011-2012 for the EWC Art Department, and he presents a balanced appraisal of the Department's strengths, limitations, successes and objectives. It is a useful blueprint for the future and EWC should be prepared for growth if Mr. Cline's vision is followed. To be specific Mr. Cline is student centric. He actively supports recruitment by personally engaging potential students in the community. His teaching philosophy places rigor and assessment as main priorities in student learning. Student retention activities are twofold: Student engagement with the community through the reinvigorated Art Club and close program collaboration between UW and EWC to facilitate student transfer. To promote and support these activities and the expected growth of the Art

Program a sculpture studio and the equipment to create 3-D work is required. Also of benefit would be an adjunct or supporting faculty member specializing in teaching ceramics, sculpture and other 3-D projects. Finally, a gallery to display student created works of art as well as to hold exhibitions will complete the learning circle. These things are required because of the growing enrollment and interest in art classes. Currently Mr. Cline has 13 declared student majors whose intentions are to graduate and continue their education with the expectation of a career in an Art related field. In short, as described in this Art Program Review, I support Mr. Cline's perspective on the present, his foresight and the requested tools he needs to get there.

Vice President's Recommendations:

I am pleased with the increased popularity of the art courses and the number of art majors on campus. The FTE has a five year average of 34; however, the last three years have all exceeded that number. Art courses are taught not only on campus, but also by adjuncts and concurrent instructors off-campus throughout the service area.

On campus, once we hired John Cline, he helped put the art department back in order by organizing the art room and reviewing the curriculum. He has attended articulation meetings each year which are valuable ways to network with other art instructors in the state. Several curricular changes were made and a new art kiln was purchased and installed in the art room. He defined the space for the lecture and studio components of the art classes. His evaluations show that his students enjoy him and appreciate the extra efforts he has put forth such as expanding the studio hours for them to work. He has worked closely with his two division chairs, Connie Woehl and Larry Curtis to learn how to make programmatic changes and to maximize the resources that are available. I concur with the recommendations mentioned by both John and Larry, and my recommendations follow.

- Continue curricular refinements to the art program to ensure maximum transferability of coursework to receiving institutions.
- Develop and offer an art distance education course on a regular schedule.
- Explore ways to offer ceramics and sculpture in more robust ways including considerations of recruiting adjuncts or designing space as appropriate.
- Work closely with others to update and remodel the display area in the Fine Arts lobby.
- Expand marketing and recruiting efforts to include visits to other service area high schools, work closely with the recruiters, and expand involvement with the artists in the community.
- Meet with concurrent and adjunct faculty to communicate and share information about EWC's art courses and program.