



**Frederick Community College**

**Academic Program Review 2016-2021**

**A.A. Sample Program**

**External Reviewer Report**

**Submitted to  
Program Manager  
Wendell Poindexter  
Program Review Coordinator**

**By External Reviewer  
Gary Edward Cuddington**

## I. Introduction

- Provide feedback on the mission, goals, objectives, and SLOs of the program. Are they relevant for the program in your opinion?

### MISSION STATEMENT

***FCC Art Program Mission Statement-*** With student learning as our primary focus, the Art Program at Frederick Community College prepares an increasingly diverse student body to meet their academic and artistic goals; whether it is to transfer to a four-year college, improve job skills or foster artistic abilities for personal development.

The mission statement above is in alignment with the goals of the program and the college. In a straightforward manner, the program's intentions and possibilities for incoming students are laid out. The clarity and directness with which this is expressed is honest and reassuring. If you are interested in making the mission statement even more succinct, I believe you could and still hold on to the heart and soul of the original. Considering your in-progress rebrand, making the statement as tight as possible would help for promotion and the associated materials.

***Here is an example of the type of abbreviated statement that I am referring to:*** Preparing an increasingly diverse student body to meet academic and artistic goals of transferring to a four-year college, improving job skills or fostering artistic abilities for personal development.

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### GOALS AND OBJECTIVES

The Art Program focuses on critically thinking and creatively, faculty and staff are driven to discover the proper path for each student and then prepare them for either, entering the workforce, transfer to a four-year college, career development or for personal enrichment.

In this report "Students are strongly recommended to consult an FCC advisor and to use ARTSYS". It may merely be wording, but the way it reads implies students can register for courses without working this out with an advisor. In the case of full-time students, a few wrong/bad decisions have the potential to significantly set them back. Instituting a brief mandatory meeting with an advisor, just prior to registration, could ensure each student is making choices aligned with their chosen path. Regular advising increases successful planning, giving students more time to talk through their game plan, can uncover perceived choices and opportunities that do not line up with the actual ones.

When I explored, *The Maryland Articulation System*, used to select elective courses needed for transfer, I found it to be a wonderful resource for students. Preparing for transfer to a four-year program can be a challenging ordeal if a student is not aware of all the moving parts. For the many FCC students preparing for eventual transfer the ARTSYS website and its tutorial videos are a great resource. As additional student assistance, regular workshops covering efficient ways to navigate ARTSYS would be a good idea.

### SLO's

The four SLO's used successfully target important qualities contained in the mission statement, qualities sought after by four-year art colleges/universities.

Courses selected for use in assessment calculations for program SLO's, Intro to the Creative Arts, 2D Art & Design, Survey of Non-Western Art, Survey of Art I, Survey of Art II, Drawing I and Pottery I, make up a well-rounded array of the program's course offerings. As I looked over the assessment results, I saw what appears to be a clear approximation of the overall effectiveness of the art

curriculum, which of course points to the success of students. I found the, I, E, A (or Introduced, Emphasized, Assessed) utilized in the, *Art Program SLO Curriculum Map*, illustrated clearly the learning outcomes and the pattern of disbursement. Information as assessed gives faculty useful information for refining existing courses, developing new courses, introducing workshops, and selecting visiting artists and guest lecturers.

- **Discuss whether goals and standards reflect high quality education and meet the needs of the community.**

I found the goals and standards laid out do in fact reflect a high-quality education. The program assessment reveals through a balanced set of SLO's, high standards and positive outcomes in respects to critical thinking, cultural awareness, design, adaptability, concept development, experience using methods of research, building a range of technical skills alongside an experiential understanding of the creative process, and awareness of the important role, social and historical context play in an artists' studio practice.

Awareness, knowledge, and experience with techniques, concept development and critical research and discussion are all essential for artists to thrive. Training/a degree in the arts is additionally suited as preparation for individuals in respects to communication skills, critical thinking, problem solving, and open mindedness.

## II. Evaluation of the Self Study Report and Program

- **Provide feedback after reading the program's self-study report and interpreting program data on the quality of the program and report.**

The Self Study Report is in a clear, easy to follow language, and after meeting with the Program Manager Wendell Poindexter, the AVP/Dean, Arts & Sciences Brian Stipelman, the Provost/Executive Vice President, Academic Affairs, Continuing Education, and Workforce Development Tony Hawkins and the Studio Arts Manager, I found the report to be a good reflection of the program.

The course numbers and accompanied titles, create a clear picture of content and structure.

- **Discuss strengths and weaknesses of the program.**

The Program's Self Study SLO breakdown, particularly the SLO Curriculum Map (Section 4: Assessment of Student Learning Outcomes) reveal where SLO show up throughout the art curriculum. (Page 22)

The plan initiated by Wendell to update/increase *Marketing Materials* as described on page 13, is wonderful idea; not too difficult, with potential to yielding significant results. This program has a good deal to offer a wide range of people, so refining PR is a great way to bring in potential students that are a solid match. Consider highlighting the section of this Self Study describing the marketing initiative.

Page 14 of the Self-Study reads; "...the Art Program offered a two-day workshop in Paper and Printmaking. It was a total success." Workshops are a great supplement to the standard art curriculum, but it may be worth going over how the workshop's success manifested; i.e. an increase of enrollment, and if so, what courses. Were the specific resulting benefits surprising in any way? Workshops are also useful in maximizing student satisfaction, since most programs cannot create enough full courses

to fill all student interest. Other benefits workshops produce, that I've seen at Hood College, are an increase in awareness/interest and as an indicator of trends and student interests.

**Significant strengths to prominently present:**

1. Enrollment beginning to climb in 2017
2. The *Special Program Initiatives*- Two student exhibits annually and pottery workshops available to students and the community. (Page 13)
3. The program's five exhibition spaces (Page 4)

### III. Evaluation of Program's High-Quality Education

- Provide your interpretation of the student learning outcomes for the program and how they are assessed.
  - I. **Demonstrate college-level communication skills.**
    - a. Students will demonstrate the ability to understand and interpret both written and oral presentations in English.
    - b. Students will continue to develop and enhance their communication skills through the visual language of drawing.
  - II. **Demonstrate critical thinking skills.**
    - a. Students will demonstrate a disposition toward critical thinking in their choices of media, subject and technical approach to drawing.
    - b. Students will solve a series of conceptual and observational assignments using creative thinking and originality.
  - III. **Interpret and apply academic, professional and civic ethics.**
    - a. Define and analyze ethical issues within specific academic, professional and personal contexts.
    - b. Identify and follow commonly accepted ethical standards in academic, professional and civic contexts.
  - IV. **Students will understand and be able to interpret social and educational values.**
    - a. Students will value the importance and responsibility of the individual
    - b. Students will demonstrate an ability to analyze, compare, and critique drawings that they, their peers and other artists have created.
  - V. Students will be able to make informed critical responses to the arts and to the human values expressed in all art forms.
    - a. Students will demonstrate an awareness of the visual arts as both a record and a reflection of our culture.
    - b. Students will recognize that the visual arts provide opportunities for self-expression and personal growth.

The Art Program is taking strong steps in collecting useful data on faculty, students and courses, to ensure the curriculum design is parallel, and rigorous.

The SLO Curriculum Map reveals clear connections to between learning outcomes specific courses. Assessing studio courses can be challenging, so it is worth noting, these SLO's are effectively extrapolating useful data.

Course/Student outcomes appear to be appropriately assessed, as a result, continued data collected should provide a comprehensive overview of program strengths and weaknesses, adequately allowing for appropriate adjustments. Information once analyzed, will help insure course numbers are assigned correctly, and make it easier to see if existing courses need to be refined.

- Discuss your perceptions of the overall quality of the curriculum, instructional methods, and assessment measures within the program.

This program is doing an excellent job assessing student learning outcomes and is effectively using the results to inform decision-making and planning.

The Program is set up efficiently and seems proudly driven by passionate faculty and staff. I was first taken by the focus on support and guidance given to students preparing to transfer but then realized the program is also driven to work with students focused on enriching their education and not necessarily continuing it beyond FCC.

I was impressed by the holistic approach taken by all parts of the humanities, highlighted by the proposal for the *Associate of Arts Degree in Humanities*. The flexibility could appeal to students interested in a broad an inclusive humanities experience. An influx of students working towards an *Associate of Arts Degree in Humanities* could insure classes are diverse in interests and backgrounds.

- **Discuss strengths and weaknesses of the program.**

Perhaps more time might need to be dedicated to portfolio reviews for student assessment and as a preparation for transfer and/or studio practice.

This could be set up as an Individual Portfolio Review as an end cap for many of the studio courses. My own experience with this has revealed, taking the time to layout all work from the semester, including, quick exercises, sketchbook, thumbnail sketches/rough drafts and possibly color roughs and maquettes, is mutually beneficial.

A portfolio review allows for faculty to clearly see a student's progression, areas of strength and weakness, various consistencies with media, material, technique/process, craftsmanship, composition, scale and style. This allows for very pointed feedback and a chance to recommend ways to improve that could include additional courses and workshops.

After review student and instructor are more capable of assessing potential needs for improvements/adjustments, as well as highlight success.

A portfolio review is a great experience for students to discuss their own artwork and ideas, one-on-one. During a portfolio review students can express concerns and desires for the course being reviewed and reveal general interests in courses and workshops that the college could create. Many students experiencing an individual portfolio review for the first time are surprised at how much work they did during a semester and exercises did in fact lead to improvement. Something I found is that students are often so concerned with the idea of perfection they find it difficult to appreciate small successes. When I point to very specific areas throughout the entirety of their work, they more easily internalize their success, build on strengths and work on weaknesses. Students who go through this process multiple times often show more self-awareness and are able to speak more competently during critiques and in fact generally show improvement and confidence participating in all critical discussions.

FCC's strong relationship among the humanities programs allows its students to be part of a larger community, opening them up to more critical discussions and to the potential for collaboration, a great experience for any student, but especially important for those pursuing a career in the arts. The program's commitment to guiding students looking to transfer is impressive.

## IV. Evaluation of Program's Facilities

- **Discuss the status of current program areas to include classrooms and offices.**

The Art Programs facilities are set up well to compete with similar schools. The ceramics facility is impressive, hosting multiple electric kilns, a wood fire kiln, and an ample sized glaze room. FCC's

ceramics area of the Art Program with an abundance of updated and varied equipment, offers an experience that completes with many four-year programs.

The studios used for instructing courses in drawing and painting are a good size, with tall ceilings.

- **Discuss the qualifications and experiences of the Faculty and Program Manager**

The current teaching and learning practices in the program reiterate the University's vision as it prepares students for entry in the field by requiring students to complete a portfolio presentation and exhibition of work.

- **Discuss strengths and weaknesses of the program.**

Students earning a degree from FCC's Art Program have been prepared to move easily into an array of four-year programs. As art faculty and as the Studio Art Coordinator within Hood College's Art & Archaeology department, I have had the opportunity to work with a good number of students transferring to Hood College from FCC, and it clear they were prepared well to meet the rigorous requirements of a four-year program.

## V. Evaluation of Program's Resources

- **Discuss student access to technologies, support materials, and professional resources available to students.**

*Large Color Printers, Multiple Galleries, kilns*

- **Discuss strengths and weaknesses of the program.**

The Art Program as presented does an outstanding job in preparing students to complete an Associate in Arts Degree, for Transfer to a 4-year College Program or in pursuit of individual artistic direction. The proposed Associate of Arts Degree in Humanities has the potential increase the scope and awareness students have on vast available skills and knowledge available, increase the likelihood of faculty, student and faculty/student collaborations, as well as increase the scale and resources of the humanities programs as a single community.

Schools and programs nationwide have felt the squeeze of smaller pools of students enrolling in courses once bursting at the seams. FCC's Art Program has clearly paid close attention to changes and developments in the field; the program's curriculum has kept pace By offering multiple curriculum options for students outside of the major to benefit (moving them closer toward graduation requirements) by registering and completing art courses, the Art Program increases diversity of course rosters and the creates potential to entice students to enroll in additional art courses.

## VI. Recommendations for the Future

- **Discuss recommendation, with justification for program enhancement. Please provide detailed justification for the recommendation.**

**Invite faculty and staff from schools you have or would like to build relationships with to FCC**

-Presentation of their program

-Collect their marketing information/PR

-Add their links to your website



**Consider building on this relationship by exchanging and collaborating**

- Faculty and Student Exhibitions
- Workshops
- Lectures/Artist Talks
- Network between Program Managers and Gallery Directors
  - Figure model lists
  - Exhibiting visiting artists
  - Demonstrations by art material/tool/equipment rep's
  - Artist/Art related professional talks