

Cecil College Academic Program Review



Art Department:
Ceramics
July 2014

Cecil College
ACADEMIC PROGRAM REVIEW AND PROGRAM ASSESSMENT



Updated: June 17, 2014

ART DEPARTMENT
Ceramics Program Review

Table of Contents

Table of Contents	1
Executive Summary	2
Program Description.....	3
Art Program Outcomes.....	3
Program History.....	4
Degree History	4
Faculty Profile	6
Program Curriculum	7
Statistical Data.....	12
General Education Objectives.....	28
Program Strengths.....	28
Program Weaknesses.....	30
Program Opportunities	30
Program Threats	31
Other Program Information.....	32
Advisory Council/Board	32
Adequacy of Available Technology.....	33
Adequacy of Facilities	33
Articulation Agreements.....	34
Program Goals and Objectives	34
Recommendations	35
Approvals	36

Executive Summary

The Associate of Arts in Ceramics degree program enables students to meet statewide general education requirements while engaging in intensive artistic study. The Fine Arts Program educates and trains students to become innovative and creative thinkers in the art and design field. The instructors are practicing artists that act as mentors to guide and support student success. Students in the Art Program in Ceramics graduate with advanced technical skills and transfer to art programs at major four-year colleges, universities and art schools. Graduates who transfer often report that they are very well prepared to pursue a Bachelor of Fine Arts degree in a variety of disciplines.

The Art Program plays a large role in the regional community through the hosting of First Friday exhibitions, summer camps, and artist workshops. The Elkton Station Gallery is part of the Arts and Entertainment District of Cecil County serving students and the community. The Gallery hosts eight exhibitions each year and draws artists and audiences from surrounding communities. Each semester the Ceramics Program organizes two pottery sales in conjunction with the student shows at the Elkton Station Gallery. The funds raised are used to further support the students in the Program. Working closely with local galleries such as The Palette and the Page has provided exhibition opportunities for students as they continue their education in the arts. In addition, a collaborative effort with the Continuing Education Program has successfully developed summer camp programs staffed by advanced Cecil College art students.

The Program faces the challenge of keeping up with the following industry standards: studio facilities, technology and educational tools. An ongoing struggle to staff current studio hours and meet the needs of students that require weekend access is a constant challenge. The reduction in part-time staff to supervise studio hours and the reduced operating hours has had an immediate impact on student success. In addition, due to the division of art disciplines taught on separate campuses, art students feel disconnected with each other. It is crucial to fill the gap between art disciplines for students. The reopening of the Milburn Stone Gallery on the North East Campus will enhance the cultural enrichment of the Program and help bridge this divide.

Overall, the program as a whole continues to grow and lay the foundation for students to pursue the Bachelor of Fine Arts degree. Findings from the National Arts Index show 95,000 nonprofit arts organizations and 800,000 more arts businesses, 2.1 million artists active in the workforce, plus \$153 billion in consumer spending. According to the Wall Street Journal of November 11, 2013, Artists' income is comparable to other liberal-arts majors and 'artists generally are happier than the rest of the population.' In addition, the number of college arts degrees continues to rise steadily. Reasons for this include an increase in design degrees along with the appeal to college students of double-majors combining arts with humanities, social sciences, and physical sciences.

Students who earn an A.A. in Ceramics at Cecil College demonstrate an understanding and appreciation of the arts and the relationships between the arts, sciences, and humanities that define who we are and inform the art that we make. The Art Program continues to champion cultural enrichment, innovative thinking and creative problem solving.

Program Description

The Associate of Arts in Ceramics provides the foundation coursework and studio expertise that parallels the first two years of study of a Bachelor of Arts (BA) or a Bachelor of Fine Arts degree (BFA) in Art and Design. Students create an artistic portfolio of work to transfer to a college, university or art school. The program prepares students with an intensive studio-based curriculum stressing the development of artistic techniques and critical thinking skills. Students study a variety of art disciplines preparing them for continued study in Art and Design, initial employment or career advancement in the following fields: fine art, arts administration, art education, art therapy, graphic design, curatorial studies, advertising, fashion design, and interior design. The Ceramics track prepares students for further study in subjects including ceramics, digital media, drawing, graphic design, illustration, painting, photography, printmaking or sculpture. Students should consult with art faculty early in their academic program to determine which electives will best meet their needs.

The Ceramics Program offers a cooperative learning environment with outstanding faculty and studios for developing artwork in a variety of media. The Ceramics Program provides a background in both the functional and sculptural methods of working with clay. Students build skills required to handle ceramic materials with confidence, to construct and throw forms on the pottery wheel, to glaze and fire, and to finish work successfully. Core requirements and program electives help build competency through introductory and advanced studio work. Conceptual development is emphasized as students move from skill-based problem solving to a more creative and self-directed body of work.

Art Program Outcomes

Upon completion of the program students will...

- Demonstrate the ability to express ideas creatively.
- Demonstrate an understanding of the formal elements and principles of two and three-dimensional design.
- Demonstrate solid skills and competency in a wide range of art media and techniques.
- Demonstrate the ability to solve visual problems in a manner that reflects individual creativity, technical expertise and an understanding of historical and contemporary art.
- Demonstrate the ability to write and speak with clarity, to think critically and analytically, and to express one's ideas about personal artistic vision and the vision of others.
- Demonstrate an understanding and appreciation of arts and the relationships between the arts, sciences, and humanities that define who we are and inform the art that we make.
- Demonstrate a work ethic that reflects a dedication to process and the intelligent development of a personal aesthetic.
- Use the critique process and self-reflection for developing fine art portfolios and exhibitions in a professional manner.

- Complete the A.A. degree in art in preparation for transfer to a four-year college/university art program.

Program History

The Art Department at Cecil College began in the early 1970's with six credit classes aimed primarily at self-enrichment. The department consisted of one full-time art faculty, Michael Ayres, M.F.A., along with several adjuncts. In the mid 1970's a second full-time faculty member, Carol White, M.F.A. was hired. In the late 1970's the Art Department, along with the Theater Program was housed in the "Arts Center", a converted elementary school in Elkton, MD. The space contained three dedicated art studios, a slip casting room, kiln room, several offices, and a stage with various theater spaces. When the lease was not renewed after two years the department moved back to the North East campus where it had two studios and a kiln room on the first floor of the Arts & Sciences Building. By this time the department consisted of one full-time faculty member, Carol White, with 7-8 adjuncts teaching 1 to 4 classes each.

For two years in the 1980's, while renovations were completed, the department worked out of a double-wide trailer behind the Arts & Sciences building. Upon the completion of renovations to the A&S building, the department moved into a double sized studio room, with kiln and storage rooms, on the second floor of the A&S building. This studio could be split into two spaces by way of a folding wall. The department also had a small studio space across the hall. By 2000, because of enrollment increases, the program was able to more than double the available studio space by the addition of a large room adjacent to the initial studio. This configuration of studio spaces allowed for a sense of community and open sharing of ideas for both students and faculty.

During this time, due to student interest, more courses were developed to the point of 34 course offerings. Degree programs in Ceramics, Drawing and Painting and Design were added to the department offerings.

In 2005, with the opening of the Elkton Station Building, administration moved all Ceramics classes to that site. Because it was requested that other courses be offered in Elkton, the Sculpture, 3-D Design and Art Glass classes were also relocated there, effectively making Elkton Station the 3-D Art campus and the North Campus the 2-D Art Campus. In the spring of 2009 a second full-time faculty member, Lauren Vanni, M.F.A. was added.

Degree History

As enrollment steadily increased more courses were developed and added to the department's offerings. Students were expressing more interest in transferring into four-year art programs and were doing so through the General Studies degree program or without acquiring an Associate Degree. It became apparent that Cecil should have an art degree program. To fill that need, three art options to the Arts and Sciences transfer degree were developed: Drawing/Painting, Graphic Design, and Pottery/Ceramics. The program's first graduate in 2003 earned all three

degrees. In 2011, certificates in Ceramics and Drawing/Painting were added. In 2013, an Associates of Fine Arts was written as another option for students interested in pursuing a Bachelor of Fine Arts at a four-year college or university. This degree is currently awaiting approval from the state.

Cecil College Mission Statement

“Cecil College is a comprehensive, open-admission, learner-centered institution. The College provides career, transfer, and continuing education coursework and programs that anticipate and meet the dynamic intellectual, cultural and economic development challenges of Cecil County and the surrounding region. Through support services and a technologically enriched learning environment, the College strives to empower each learner with skills, knowledge, and values needed for college preparation, transfer to four-year institutions, workforce entry or advancement, and personal enrichment. Further, Cecil College promotes an appreciation of cultural diversity, social responsibility, and academic excellence.”

CC Strategic Plan 2010-15

Cecil College Strategic Plan

The Strategic Plan focuses on four strategic initiatives:

1. Emphasis on student completion
2. Increasing opportunities for Bachelors and Higher Degree Programs in Cecil County
3. Create workforce opportunities related to federal government expansion regionally and nationally, especially regarding base realignment and closure (BRAC)
4. Becoming a regional leader in incorporating innovative technology for learning

Cecil College's Ceramics Program supports the mission of the College as well as the initiatives outlined in the Strategic Plan by providing a wide range of courses in a variety of art disciplines. The Program fosters the development of knowledge, skills, and abilities essential for students to transfer to four-year colleges and university art programs. The Program offers a learner-centered curriculum focused on student success and achievement. The Program maintains and equips two art studios that empower students with the skills and techniques needed to communicate visually and creatively. Recent revisions to the art degrees made pathways to the AA degree clearer for students. The addition of the AFA allows greater flexibility for art students. The Art Program encourages students to challenge old perspectives from fresh angles of vision, offer original interpretations of familiar ideas, and become the innovators for the future.

Faculty Profile

The Art Department is composed of two full-time faculty members and a number of part-time faculty members. The regular load for the full-time faculty is 30 credit hours each academic year. As a result, a number of the art courses are required to be taught by part-time adjuncts. The number of part-time faculty members teaching art courses varies from five to eight.

Faculty Member	Credentials	Courses Taught	Committee Participation	Other College Activities	Status
Carol White	MFA	ART 105, 110, 140, 230, 240, 150, 160, 161, 163, 164, 165, 166, 167, 169	Curriculum Design, Supervisor, Served as art department coordinator, Summer Bridge Program committee	Artist, Educator	Full Time
Lauren Vanni	MFA M.Ed.	ART 101, 130, 160, 169, 169, 179, 194, 196, 260, 261, 291, 292, 293	Academic Affairs, Studio and Gallery Supervisor, Work-study Supervisor, Curriculum Design	Artist, Educator	Full Time
Mark Donohue	MFA	ART 130, 230, 140, 240, 232		Artist, Educator	Adjunct
Amanda Kamen	MFA	ART 101, 130		Artist, Educator	Adjunct
Sharon Gallagher	BA	ART 101, 130, 141, 242	FAC 101 Certificate in On-Line Teaching	Artist, Author, Educator	Adjunct
Michael Kalmbach	MFA	ART 130		Artist, Curator, Director of the Creative Vision Factory in DE, Educator, Founder of the New Wilmington Arts Association	Adjunct
Joseph Netta	MFA	ART 140, 167, 152, 182, 201,		Artist, Educator, Studio Manager	Adjunct
Kevin Lehman	MFA	ART 152, 182, 201, 167		Artist, Educator, Owner of Kevin Lehman Studios in Lancaster, PA	Adjunct
Judith Owen	Ph.D.	ART 231		Artist, Educator Microbiologist	Adjunct

Program Curriculum

Associate of Arts Ceramics

General Program Information: 410-287-1000 or information@cecil.edu

This program helps students prepare for transfer to four-year colleges to pursue a BA or BFA in Art. The program also helps students prepare for initial employment or career advancement in the following areas: design, ceramics, art education, art administration, fine arts production, exhibition and sales.

The computer literacy requirement will be met throughout the course work in the degree program.

	<i>General Education Requirements</i>	<i>General Education Code</i>	<i>Credits</i>
ART 101	Fundamentals of Design	H	3
ART/HST 141	Survey of Art History	H/I	3
ART 160	Beginning Ceramics	H	3
SCI	Lab Science Elective	SL	4
EGL 101	Freshman Composition	E	3
EGL 102	Composition and Literature	H	3
MAT	Math Elective	M	3
SCI	Science Elective	S/SL	3
SOC SCI	Social Science Electives ¹	SS	6
	<i>Program Requirements</i>		
ART 130	Drawing I	H	3
ART 167	Ceramics/Japanese Raku		3
ART 179	Surface Design for Ceramics		3
ART 194	Wheel-Thrown Ceramics I	H	3
ART 260	Intermediate Ceramics	H	3
ART 261	Advanced Ceramics		3
ART 293	Professional Portfolio Production		3
	<i>Program Electives Group I</i>		<i>Select 6 Credits</i>
ART 196	Wheel-Thrown Ceramics II		3
ART 152	Sculpture	H	3
ART 201	Three-Dimensional Design	H	3

¹ Courses must be from two different disciplines.

	<i>Program Electives Group II</i>		<i>Select 2 Credits</i>
ART 291	Portfolio Production		1
ART 292	Portfolio Production		2
ART 161	Ceramics/Japanese Raku		1
ART 162	Ceramics/Color Clay		1
ART 163	Ceramics/Masks and Self Portraits		1
ART 164	Ceramics/Small Sculpture		1
ART 165	Ceramics/Polymer Clay Jewelry		1
ART 166	Ceramics/Egyptian Paste		1

The following are the courses associated with the Ceramics Program:

ART101 Fundamentals of Design I (H) is an introductory study of composition and principles of two-dimensional design. Projects deal with the organization of the graphic elements (line, shape, value, texture, color and space) into effective, unified designs, whether in fine or commercial arts, photography or everyday life. An introduction to color theory is included. This course is valuable for persons anticipating a career in art, photography, media technology, or education. 3 credits

ART130 Drawing I (H) introduces students to basic drawing concepts, techniques, materials, and the development of observational skills. The course focuses on descriptive value, composition, visual and spatial relationships, linear and aerial perspective, volumetric forms, subject and content using a variety of black and white media. The course includes vocabulary development, critical analysis activities, and reference to historic and contemporary models of drawing. Emphasis is on observational drawing. 3 credits

ART141 Survey of Art History (H) is a survey course, which explores art forms and aesthetic intentions from prehistory to the present. The course of study parallels the development of Western Civilization and emphasizes the relationship of art forms to that development. Major emphasis is on painting, sculpture, and architecture. The course may include museum trips. 3 credits Pre-requisite: EGL093.

ART152 Sculpture (H) is a studio course, which introduces students to the basic materials and techniques used in creating sculptural forms. Particular attention is paid to the development of form recognition and comprehension in the third dimension. Basic shapes encountered in daily activities are used as the building blocks in the development and construction of more complex sculptural forms. Starting with projects using both additive and subtractive methods, the basic human structure will be explored. Projects using both realistic and free-form concepts will be considered. 3 credits

ART160 Beginning Ceramics (H) introduces the student to processes, tools, and aesthetics of ceramic forms, both functional and sculptural. Students explore various hand building, wheel throwing, decorating, glazing, and firing techniques. Studio performance concerning technical, aesthetic, and skill development is stressed. 3 credits

ART161 Ceramics/Japanese Raku is a short course, which introduces students to contemporary approaches and the historical background of raku. Students will learn basic techniques used to construct, glaze, and fire raku pottery. Previous experience in clay is recommended. 1 credit

ART162 Ceramic/Color Clay is a studio course, which introduces the student to a wide potential for the use of color clay bodies. The course will cover the creation of various color clay bodies, forming techniques, and its use in jewelry, sculpture, and functional ware. 1 credit

ART163 Ceramics/Masks and Self-Portraits is a studio course on the design and creation of clay masks and self-portraits. The first part of the course is concerned with the development of the mask in relationship to its historical use in rituals and ceremonies of various cultures. The second part of the course deals with the creation of the self-portrait as a symbolic, psychological statement, which transcends mere physical description. 1 credit

ART165 Ceramics/Polymer Clay Jewelry is a studio course dealing with the newest form of clay. Polymer clay, which is hardened in a simple toaster oven, is best known under the trademark names of Sculpey and Fimo. Emphasis is on learning basic jewelry-making techniques such as caning, marbleizing, millefiori, surface design texturing, and bead formation. Sculpture applications will also be discussed. 1 credit

ART166 Ceramics/Egyptian Paste is a studio course dealing with the self-glazing Egyptian paste clay body, best known by the scarabs and small turquoise sculpture of ancient Egypt. The course covers the preparation of clay bodies and various forming techniques, such as press molding and hand building that are most appropriate to the material. The course also covers the development of personal symbols and images to be used in designs. 1 credit

ART167 Ceramics/Japanese Raku is a studio course dealing with the technique of raku. It will explore contemporary approaches to the art of raku, as well as the historical relationship to the Japanese ritual tea ceremony and the philosophy of Zen. Technical aspects of the class deal with clay and glaze formulation, construction techniques, kiln building, glazing, and use of oxidation and reduction firing. 3 credits

ART179 Surface Design for Ceramics explores a variety of surface techniques for ceramics. The elements and principles of design will be discussed and utilized to create surface designs for ceramic forms. Students will explore techniques to manipulate form and surface throughout the stages of the ceramic process. This course includes techniques for greenware and bisqueware as well as post-firing techniques. Students will mix glazes and experiment with materials for low and mid-fire temperatures. The relationship between form and surface will be emphasized. 3 credits

ART194 Wheel-Thrown Ceramics (H) introduces students to the pottery wheel with emphasis on the skill development of throwing techniques. The course will focus on the development of personal style, perfection of thrown forms and craftsmanship. A wide range of pottery forms and surface treatments will be studied and applied to the work made. Students will be given a

foundation in the history, aesthetic, and technical aspects of working with clay on the potter's wheel. Students will explore the pottery wheel as a tool for construction in conjunction with other building techniques. 3 credits

ART196 Wheel-Thrown Ceramics II expands on the skills introduced in Wheel-Thrown Ceramics. Emphasis is placed on advanced techniques for throwing and decorating surfaces. The course encourages developing a personal style as well as refining craftsmanship and thrown forms. Students will utilize the pottery wheel as a tool for construction in conjunction with other building techniques. Students are expected to explore the creative potential of the medium in relationship to concepts, aesthetics and function. 3 credits Pre-requisite: ART194.

ART201 Three-Dimensional Design (H) is a studio course that introduces students to various aspects of three-dimensional design. Students deal with the application of design concepts to three-dimensional problems. Individual creative approaches to materials and techniques are encouraged. 3 credits Pre-requisite: ART101.

ART260 Intermediate Ceramics (H) examines personal approaches to clay building and decorating. Major emphasis is on development of personal style, areas of special interest, perfection of forms and craftsmanship. The student is expected to become aware of the creative potential of the medium in relationship to function and aesthetics. 3 credits Pre-requisite: ART160.

ART261 Advanced Ceramics expands the student's exploration or personal style and aesthetic application through an examination of historical and cultural references. Experimentation with form development, surface decoration and personal symbolism is emphasized. 3 credits Pre-requisite: ART260.

ART291 Portfolio Production I provides an opportunity for advanced art students to concentrate on building portfolios in individual areas of interest to further their educational, career and personal goals. Students will create a focused body of artwork to produce a portfolio. Pre-requisite: EGL101. 1 credit

ART292 Portfolio Production II provides an opportunity for advanced art students to concentrate on building an in-depth portfolio in individual areas of interest to further their educational, career and personal goals. Students will create a focused body of artwork to produce a portfolio. Pre-requisite: EGL101. 2 credits

ART293 Professional Portfolio Production enables art majors who have completed 18 credit hours of art courses to concentrate on creating a Capstone Portfolio of artwork, images, and written documentation to prepare for application to a transfer institution and/or for personal or career goals. With guidance from an instructor, students create a cohesive body of work to produce a professional portfolio and a capstone art exhibit that is presented to the community. Pre-requisite: EGL101. 3 credits

Statistical Data

Included are the data tables provided by the Office of Institutional Research. Several tables conflict with each other as well as with department information. For example, the Degrees Awarded table for the certificate states that certificates were awarded to students enrolled in the program prior to 2011 when the certificate was first developed. The Total Enrollment of Ceramics Track from 2008-2009 to 2012-2013 table (below) conflicts with the Associate Enrollment table that follows.

Total Enrollment of Ceramics Track from 2008-2009 to 2012 to 2013

**Fiscal
Year**

2008-2009

Year	Term	Full Time Students	Part Time Students	Total Enrollment
2008	Summer	0	0	0
2008	Fall	0	0	0
2009	Spring	0	0	0
Total		0	0	0

2009-2010

Year	Term	Full Time Students	Part Time Students	Total Enrollment
2009	Summer	0	0	0
2009	Fall	4	0	4
2010	Spring	3	0	3
Total		7	0	7

2010-2011

Year	Term	Full Time Students	Part Time Students	Total Enrollment
2010	Summer	0	1	1
2010	Fall	0	1	1
2011	Spring	0	1	1
Total		0	3	3

2011-2012

Year	Term	Full Time Students	Part Time Students	Total Enrollment
2011	Summer	0	1	1
2011	Fall	1	0	1
2012	Spring	1	1	2
Total		2	2	4

2012-2013

Year	Term	Full Time Students	Part Time Students	Total Enrollment
2012	Summer	0	2	2
2012	Fall	2	1	3
2013	Spring	0	3	3
Total		2	6	8

Cecil College
Ceramics Program Review - APCZ
Associate
Enrollment

	Total Enrollment
FY 2008/2009	9
FY 2009/2010	9
FY 2010/2011	8
FY 2011/2012	7
FY2012/2013	1

- Data tables show conflicting information.

Cecil College
Ceramics Program Review - APCZ
Associate
Number of Degrees Awarded

	Total Degrees
FY 2008/2009	0
FY 2009/2010	0
FY 2010/2011	0
FY 2011/2012	0
FY2012/2013	1
Total	1

- It has been found that many students transfer before obtaining the Ceramics degree. Also, many art students graduate with a General Studies degree and transfer rather than pursuing the AA in Ceramics. The recent reduction to 60 credits and conversations with Advising should help students who wish to transfer to an art program find the correct path to the AA in Ceramics.

Cecil College Students Who Transferred Out in the Past 5 Years through 2013

Major: Ceramics (APCZ)

Type of Higher Institutions

In-State Transfer	
2-year institution	4-year institution
0	2

Out-of-State Transfer	
2-year institution	4-year institution
1	2

In-State Transfer	
Public	Private
2	0

Out-of-State Transfer	
Public	Private
1	2

Cecil College Students Transferred to these Higher Education Institutions

In-State	
TOWSON UNIVERSITY	1
SALISBURY UNIVERSITY	1

Out-of-State	
MESSIAH COLLEGE	1
ROCHESTER INSTITUTE OF TECHNOLOGY	1
DELAWARE TECHNICAL AND CC - STANTON/WILMINGTON	1

Cecil College
 Ceramics Program Review -
 APCZ
 Associate
 Number of Degrees Awarded to Pell Recipients

	Total Degrees	Pell Recipients	% of Total
FY 2008/2009	0	0	0%
FY 2009/2010	0	0	0%
FY 2010/2011	0	0	0%
FY 2011/2012	0	0	0%
FY 2012/2013	1	0	0%
Total	1	0	0%

The number of declared majors that transferred with a minimum 15 credits;
 Pending DATA

Cecil College
 Ceramics Program Review -
 APCZ
 Students starting in FY 2009-2010 and completed 30+ credits that Transferred Out
 (Headcount)

Type of Higher Institutions

In-State Transfer		Out-of-State Transfer	
2-year institution	4-year institution	2-year institution	4-year institution
0	0	1	0

In-State Transfer		Out-of-State Transfer	
Public	Private	Public	Private
0	0	1	0

Top 10 Higher Education Institutions where Cecil College Students

In-State	Out-of-State
	Delaware Technical and CC- Stanton/Wilmington

Cecil College**Ceramics Program Review (APCZ)****Associate Degree****First-time Students in the Fall Semester Who Enrolled in the
Next Fall Term**

	N of First-time APCZ Students Enrolled in Fall	Number of Students Enrolled in the Next Fall Semester	%
Fall 2007	0	0	0%
Fall 2008	3	1	33%
Fall 2009	1	1	100%
Fall 2010	0	0	0%
Fall 2011	0	0	0%

*Note: Fall 2012 enrollment as of March 7,
2013.*

Cecil College
 Ceramics Program Review -
 APCZ
 Associate
 First-time Students Who Have Completed 30 College
 Level Credits or more

	Total First-time Students	Students WHO HAVE NOT COMPLETED College-Level Credits	% of Total	Students Who Have Completed 15 College-Level Credits or less	% of Total	Students Who Have Completed 16-29 College-Level Credits or more	% of Total	Students Who Have Completed 30 College-Level Credits or more	% of Total
FY 2008/2009	6	0	0%	3	50%	1	17%	2	33%
FY 2009/2010	1	0	0%	0	0%	0	0%	1	100%
FY 2010/2011	1	0	0%	1	100%	0	0%	0	0%
FY 2011/2012	1	0	0%	1	100%	0	0%	0	0%
FY 2012/2013	0	0	0%	0	0%	0	0%	0	0%
TOTAL	9	0	0%	5	56%	1	11%	3	33%

Program Evaluation history.

Program Evaluation History- Associate Degree

Student Profile – Five Year History

Cecil College
 Ceramics Program Review (APCZ)
 Associate Degree
 Full-time/Part-time Students

	Total Enrollment	Full-time	% of Total	Part-time	% of Total
<u>FY 2007/2008</u>	Summer 2007	2	0%	2	100%
	Fall 2007	4	75%	1	25%
	Spring 2008	4	75%	1	25%
<u>FY 2008/2009</u>	Summer 2008	3	0%	3	100%
	Fall 2008	5	20%	4	80%
	Spring 2009	6	33%	4	67%
<u>FY 2009/2010</u>	Summer 2009	0	0%	0	#DIV/0!
	Fall 2009	7	71%	2	29%
	Spring 2010	7	43%	4	57%
<u>FY 2010/2011</u>	Summer 2010	2	0%	2	100%
	Fall 2010	6	67%	2	33%
	Spring 2011	7	29%	5	71%
<u>FY 2011/2012</u>	Summer 2011	3	0%	3	100%
	Fall 2011	6	33%	4	67%
	Spring 2012	5	0%	5	100%

Cecil College
 Ceramics Program Review -
 APCZ
 Associate
 Full-time/Part-time Students

		Total Enrollment	Full-Time	% of Total	Part-Time	% of Total
<u>FY 2008/2009</u>	Summer 2008	3	0	0%	3	100%
	Fall 2008	5	1	20%	4	80%
	Spring 2009	6	2	33%	4	67%
<u>FY 2009/2010</u>	Summer 2009	0	0	0%	0	0%
	Fall 2009	7	5	71%	2	29%
	Spring 2010	7	3	43%	4	57%
<u>FY 2010/2011</u>	Summer 2010	1	0	0%	1	100%
	Fall 2010	5	3	60%	2	40%
	Spring 2011	6	2	33%	4	67%
<u>FY 2011/2012</u>	Summer 2011	2	0	0%	2	100%
	Fall 2011	5	1	20%	4	80%
	Spring 2012	4	0	0%	4	100%
<u>FY 2012/2013</u>	Summer 2012	0	0	0%	0	0%
	Fall 2012	1	0	0%	1	100%
	Spring 2013	0	0	0%	0	0%

- Data tables show conflicting information.

Cecil College
Ceramics Program Review (APCZ)
Associate Degree
Students by Age

	Total Enrollment	Less than 25	% of Total	26-30	% of Total	31-40	% of Total	41-50	% of Total	51 and over	% of Total
FY 2007/2008	4	3	75%	0	0%	0	0%	0	0%	1	25%
FY 2008/2009	9	8	89%	0	0%	0	0%	0	0%	1	11%
FY 2009/2010	9	7	78%	0	0%	0	0%	1	11%	1	11%
FY 2010/2011	9	6	67%	2	22%	0	0%	0	0%	1	11%
FY 2011/2012	8	5	63%	3	38%	0	0%	0	0%	0	0%

Cecil College
Ceramics Program Review (APCZ)
Associate Degree
Students by Gender

	Total Enrollment	Female Students	% of Total	Male Students	% of Total
FY 2007/2008	4	3	75%	1	25%
FY 2008/2009	9	8	89%	1	11%
FY 2009/2010	9	8	89%	1	11%
FY 2010/2011	9	7	78%	2	22%
FY 2011/2012	8	6	75%	2	25%

Cecil College
 Ceramics Program Review - APCZ
 Associate
 Students by Gender

	Total Enrollment	Female Student	% of Total	Male Students	% of Total
FY 2008/2009	9	8	89%	1	11%
FY 2009/2010	9	8	89%	1	11%
FY 2010/2011	8	6	75%	2	25%
FY 2011/2012	7	5	71%	2	29%
FY2012/2013	1	1	100%	0	0%

Cecil College
 Ceramics Program Review
 - APCZ
 Associate
 Students by Ethnicity

	Total Enrollment	African-American	% of Total	American Indian	% of Total	Asian	% of Total	Hispanic	% of Total	White	% of Total	Two or more races	% of Total	Unknown	% of Total
FY 2008/2009	9	0	0%	0	0%	0	0%	0	0%	8	89%	0	0%	1	11%
FY 2009/2010	9	0	0%	0	0%	0	0%	0	0%	8	89%	0	0%	1	11%
FY 2010/2011	8	0	0%	0	0%	0	0%	0	0%	8	100%	0	0%	0	0%
FY 2011/2012	7	0	0%	0	0%	0	0%	0	0%	7	100%	0	0%	0	0%
FY2012/2013	1	0	0%	0	0%	0	0%	0	0%	1	100%	0	0%	0	0%

Ceramics Certificate

Cecil College
 Ceramics Program Review - CERC
 Certificate
 Enrollment

	Total Enrollment
FY 2008/2009	1
FY 2009/2010	2
FY 2010/2011	2
FY 2011/2012	1
FY2012/2013	3
Total	12

Cecil College
 Ceramics Program Review - CERC
 Certificate
 Number of Degrees Awarded

	Total Degrees
FY 2008/2009	5
FY 2009/2010	1
FY 2010/2011	4
FY 2011/2012	5
FY2012/2013	5
Total	20

Cecil College
 Ceramics Program Review -
 CERC
 Certificate
 Number of Degrees Awarded to Pell Recipients

	Total Degrees	Pell Recipients	% of Total
FY 2008/2009	5	0	0%
FY 2009/2010	1	0	0%
FY 2010/2011	4	0	0%
FY 2011/2012	5	0	0%
FY 2012/2013	5	0	0%
Total	20	0	0%

The number of declared majors that transferred with a minimum 15 credits;
 Pending DATA

The number of declared majors that transferred with a minimum 30 credits;

Pending DATA

**Cecil College
Ceramics Program Review - CERC
Certificate**

First-time Students in the Fall Semester who Enrolled in the Next Fall Semester

	Number of First Time Students Enrolled in Fall	Number of Students Enrolled in the Next Semester	% of Total
FY 2008/2009	1	1	100%
FY 2009/2010	0	0	0%
FY 2010/2011	0	0	0%
FY 2011/2012	0	0	0%
FY 2012/2013	1	0	0%

**Cecil College
Ceramics Program Review -
CERC**

Certificate

**First-time Students Who Have Completed 30 College
Level Credits or more**

Total First-time Students	Students WHO HAVE NOT COMPLETED College-Level Credits	% of Total	Students Who Have Completed 15 College-Level Credits or less	% of Total	Students Who Have Completed 16-29 College-Level Credits or more	% of Total	Students Who Have Completed 30 College-Level Credits or more	% of Total
FY 2008/2009	1	0%	0	0%	0	0%	1	100%
FY 2009/2010	1	0%	0	0%	0	0%	1	100%
FY 2010/2011	0	0%	0	0%	0	0%	0	0%
FY 2011/2012	0	0%	0	0%	0	0%	0	0%
FY 2012/2013	1	0%	1	100%	0	0%	0	0%
TOTAL	3	0%	1	33%	0	0%	2	67%

Program Evaluation History- Certificate
Student Profile – Five Year History

- Data is incorrect due to the fact that the Ceramics Certificate was not created until February 2011.

Cecil College
 Ceramics Program Review -
 CERC
 Certificate
 Full-time/Part-time Students

		Total Enrollment	Full-Time	% of Total	Part-Time	% of Total
<u>FY 2008/2009</u>	Summer 2008	0	0	0%	0	0%
	Fall 2008	1	0	0%	1	100%
	Spring 2009	1	0	0%	1	100%
<u>FY 2009/2010</u>	Summer 2009	0	0	0%	0	0%
	Fall 2009	1	1	100%	0	0%
	Spring 2010	2	2	100%	0	0%
<u>FY 2010/2011</u>	Summer 2010	0	0	0%	0	0%
	Fall 2010	2	2	100%	0	0%
	Spring 2011	1	1	100%	0	0%
<u>FY 2011/2012</u>	Summer 2011	0	0	0%	0	0%
	Fall 2011	1	1	100%	0	0%
	Spring 2012	1	0	0%	1	100%
<u>FY 2012/2013</u>	Summer 2012	0	0	0%	0	0%
	Fall 2012	3	1	33%	2	67%
	Spring 2013	0	0	0%	0	0%

Cecil College
 Ceramics Program Review - CERC
 Certificate
 Students by
 Age

	Total Enrollment	Less Than 25	% of Total	26-30	% of Total	31-40	% of Total	41-50	% of Total	51 and over	% of Total
FY 2008/2009	1	1	100%	0	0%	0	0%	0	0%	0	0%
FY 2009/2010	2	2	100%	0	0%	0	0%	0	0%	0	0%
FY 2010/2011	2	2	100%	0	0%	0	0%	0	0%	0	0%
FY 2011/2012	1	1	100%	0	0%	0	0%	0	0%	0	0%
FY2012/2013	3	3	100%	0	0%	0	0%	0	0%	0	0%

Cecil College
 Ceramics Program Review - CERC
 Certificate
 Students by Gender

	Total Enrollment	Female Student	% of Total	Male Students	% of Total
FY 2008/2009	1	1	100%	0	0%
FY 2009/2010	2	2	100%	0	0%
FY 2010/2011	2	2	100%	0	0%
FY 2011/2012	1	1	100%	0	0%
FY2012/2013	3	3	100%	0	0%

Cecil College
 Ceramics Program Review -
 CERC
 Certificate
 Students by Ethnicity

	Total Enrollment	African-American	% of Total	American Indian	% of Total	Asian	% of Total	Hispanic	% of Total	White	% of Total	Two or more races	% of Total	Unknown	% of Total
FY 2008/2009	1	0	0%	0	0%	0	0%	0	0%	1	100%	0	0%	0	0%
FY 2009/2010	2	0	0%	0	0%	0	0%	0	0%	2	100%	0	0%	0	0%
FY 2010/2011	2	0	0%	0	0%	0	0%	0	0%	2	100%	0	0%	0	0%
FY 2011/2012	1	0	0%	0	0%	0	0%	0	0%	1	100%	0	0%	0	0%
FY 2012/2013	3	0	0%	0	0%	0	0%	0	0%	3	100%	0	0%	0	0%

Cecil College
 Ceramics Program Review
 (CERC)
 Certificate
 Students by Gender

	Total Enrollment	Female Students	% of Total	Male Students	% of Total
FY 2007/2008	0	0	0%	0	0%
FY 2008/2009	1	1	100%	0	0%
FY 2009/2010	2	2	100%	0	0%
FY 2010/2011	2	2	100%	0	0%
FY 2011/2012	1	1	100%	0	0%

Cecil
 College
 Ceramics Program
 Review (CERC)
 Certificate
 Students by Ethnicity

	Total Enrollment	African- American	% of Total	American Indian	% of Total	Asian	% of Total	Hispanic	% of Total	White	% of Total	Two or more races	% of Total	Unknown	% of Total
FY 2007/2008	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
FY 2008/2009	1	0	0%	0	0%	0	0%	0	0%	1	100%	0	0%	0	0%
FY 2009/2010	2	0	0%	0	0%	0	0%	0	0%	2	100%	0	0%	0	0%
FY 2010/2011	2	0	0%	0	0%	0	0%	0	0%	2	100%	0	0%	0	0%
FY 2011/2012	1	0	0%	0	0%	0	0%	0	0%	1	100%	0	0%	0	0%

General Education Objectives

Written communication

As part of each class, written assignments are required. These may include critiques, gallery reviews, technical analysis, research on artists and artist statements.

Oral communication

Students must participate in critiques, which consist of aesthetic, technical, and conceptual discussions. In advanced classes, students must present an artist lecture about their work.

Scientific Reasoning

In addition to the scientific reasoning students are exposed to in general education courses, students develop glaze formulas and explore glaze chemistry. Students make scientific decisions about clay shrinkage, absorption rates, and firing temperatures.

Technological Competence

Students use digital cameras, computer software to edit images, and computerized kilns. Capstone students are required to create a digital portfolio for transfer to four-year institutions.

Critical Analysis and Reasoning

Students critically analyze and evaluate their work as well as the work of professional artists and classmates. Throughout the art-making process, students engage in creative problem solving, visualization, and kinesthetic thinking. Students develop intuition, reasoning, imagination, and dexterity into unique forms of expression and communication. The analysis and synthesis of ideas through the process of creating helps students develop productive habits of the mind.

Information literacy

Students engage in professional and personal research in developing their body of work.

Enhanced awareness of ethics, cultural diversity, artistic expression, health-and-wellness issues, and the physical and social environment

Through College art exhibits, local art events and arts outreach participation students are exposed to a variety of cultural and ethical situations. Students become aware of health and wellness issues in relationship art materials and supplies.

Program Strengths

Faculty

- The list of faculty and their credentials demonstrates a remarkable collection of talent and professional experiences. All faculty members are professional artists and bring that individualized expertise into the classroom giving students the best possible education and resources.

Studios

- Our program maintains and supports 2-D and 3-D studios and equipment on two campuses. This provides students with hands-on learning opportunities.

Curriculum

- The curriculum of the program provides a firm foundation for art students as they continue their academic and artistic studies. Our AA in Ceramics prepares students for transfer into a BA or BFA program in Studio Art leading students to the professional degree in the art field. Our program also provides the skills required for initial employment in the art field. Courses are also available as non-credit personal enrichment options.

Class Size

- Small class size is strength of our program. The majority of classes have twelve or less students ensuring essential one-on-one time with instructors.

Studio Support Staff

- Studio support is a key element in the success of our students. The studio monitors support classroom instruction during open studio work time.

Art Gallery

- The Elkton Station Gallery is part of the Arts and Entertainment District of Cecil County serving students and the community. The establishment of the Elkton Station Gallery as a feature in the community is a strength of our program.
- The Elkton Station Gallery hosts eight gallery exhibits open to the public including the Life-Long Learning exhibit. These exhibits bring in artists, community members, parents and students.
- The gallery presents two student shows a year that have consistently been recognized for their technical and aesthetic quality.
- There was an estimated 500 people in attendance at the last student exhibit which is an indication that we are reaching parts of the community that were not previously aware of the Art Program.
- From April 2013 to May 2014, the Gallery generated \$3,924 in sales from artwork. During the same time, revenue from the pottery sales totaled \$1,185.52.

Community Outreach

- In addition to the gallery, students participate in the Art Club, pottery sales, and other community events. Proceeds from the pottery sales are used to bring artists to campus and for students to attend conferences. Funds from the pottery sales are also used to support student awards at the Fine Arts Student Exhibits.
- Ceramics students donate to the Empty Bowl Dinner at the Newark Senior Center each year.
- Faculty visits to local high schools and relationships with CCPS have strengthened our program.
- Relationships with local galleries and arts organizations have opened opportunities for students and faculty.

Program Weaknesses

Facilities

- Lack of adequate space, student complain of cramped space
- Number of wheels have been reduced, however, growing enrollment would advocate the increase of facilities and equipment
- No necessary access to outside workspace from the Ceramics Studio
- No current designated funding for maintenance and repair of studio equipment or technology

Advising

- The faculty needs time to do more advising so students have the updated information about the degree programs and the transferability to four-year colleges/universities or art schools.

Articulation Agreements

- These agreements will be the lifeline for our programs. All three of the AA tracks will transfer to a BFA or BA degree in Studio Art. The department is waiting on official approval of the AFA to initiate articulation agreements.

Staffing/Budget

- Staff hours are needed to effectively assist students and maintain the studios and gallery.
- Support for First Friday events will help increase the visibility of the Program and encourage community and student engagement.

Milburn Stone Gallery Closing- The closing of the NE gallery has been a major loss for the Art Program. The closing has:

- Removed the ability to showcase student work and provide them with the skills of curating an exhibit
- Eliminated the only visual art venue on the North East Campus
- Reduced the amount of exhibition space for students
- Eliminated the possibility of exhibiting professional artists at North East Campus

Advisory Council

The Program has an informal Advisory Council that does not hold regular meetings.

Program Opportunities

- Develop articulation agreements with four-year colleges/universities and art schools.
- Re-evaluate studio facilities and bring new technologies into the classroom.
- Collaborate with VCP to open the labs to art majors and explore electronic portfolios and websites

- Better market career opportunities for this degree program

Program Threats

There are a number of threats to this program:

- Lack of articulation agreements with four-year colleges/universities and art schools
- Students express confusion between existing programs and departments
- Region lacks a positive perception of the value of higher education and artistic study
- Current economic situation is negatively impacting employment opportunities
- Pathways to careers in Ceramics/Crafts are unclear
- Lack of funding for equipment and studio support
- Lack of access to technology
- Lack of adequate physical space
- Inconsistent documentation
- Disconnect between North East and Elkton art disciplines

Other Program Information

Advisory Council/Board

- The department utilizes a variety of professional artists and educators as advisors for the program. The arts faculty consists of practicing artists and meets to discuss the Program and courses. Faculty meets with artists and gallery owners in the community.

Advisory Member	Credentials	Contact Information
Carol White	MFA, Maryland Institute College of Art	Cecil College 1 Seahawk Drive North East, MD 21901 410-287-6060 ext. 340
Lauren Vanni	MFA, University of Delaware M.Ed. Arcadia University BFA Arcadia University PA and DE K-12 Teaching Certificate	Cecil College Elkton Station Campus 107 Railroad Ave. Elkton, MD 21921 410-287-6060 ext. 636
Mark Donohue	MFA, University of Delaware Professor at Cecil and Gloucester County College in NJ	Cecil College
Sharon Gallagher	Doctoral Work BFA	Cecil College
Michael Kalmbach	MFA, University of Delaware Artist, Curator, Director of the Creative Vision Factory in Delaware, Founder of the New Willington Arts Association	The Creative Vision Factory 617 N. Shipley St. Wilmington, Delaware 19801 302-397-8472 thecreativevisionfactory@gmail.com
Joseph Netta	MFA, Adjunct at Harford College	Cecil College, Harford College
Kevin Lehman	MFA, University of the Arts Artist, Owner of Kevin Lehman Studios in Lancaster, PA	Kevin Lehman's Pottery 560 South Prince Street Lancaster, PA 17603 kevin@klpottery.com or by phone: 717-509-7547
Mitch Lyons	MFA, Internationally recognized artist, lecturer, teacher	P.O. Box 40 New London, PA 19360-0040 USA
Maggie Creshkoff	MFA, Artist, Local Business Owner	2068 Jacob Tome Hwy Port Deposit, MD 21904-1347 ph: 410-658-3959 backlog.pottery@gmail.com

Adequacy of Available Technology

- Technology is a constant concern of the Program. Current funding does not support investment in new technology and maintenance of current equipment. Art majors need access to computers with the latest art software other than the VCP lab. The three Macs in the Drawing and Painting Studio are slow and have not been updated. Access to art software is not yet available at Elkton Station. A designated technology budget will allow the Program to update computers and purchase applications, new cameras and photographic equipment.
- The department needs adequate photographic equipment and a space to photograph artwork for:
 - Students to develop their portfolio for transfer
 - Part of the training of an AA in Ceramics
 - Public relations for Program materials and art exhibits

Adequacy of Facilities

An increase in space and visibility is necessary because of the expanded growth of the program over the last five years.

Studio

- New energy efficient cost effective large oval kiln
- Outdoor Raku gas kiln
- Two part-time staff members
- Studio/Lab is not available for students to work in during class times
- Homeschool classes that meet in the Ceramics Studio limits access by credit students
- Lack of storage space, studio work space, and classroom space
- Safety concerns about outlets in the floor under wheels rather than on poles
- Limited access to alternative firing methods on campus
- No sculpture studio or equipment

Gallery

- Attractive gallery space for art shows with ample natural light at Elkton Station
- Loss of the gallery on the Northeast campus has reduced opportunities for students and the Ceramic Program's visibility
- Limited storage space for gallery supplies at Elkton
- No storage for gallery supplies at North East

In December 2013, the Ceramics Program was told that current facilities would be decreased due to safety concerns. Five wheels were removed (4 electric and 1 kick wheel). Enrollment is a major factor in growing the Program and these changes have reduced class enrollment and the availability of essential equipment. This reduction in class size requires the addition of more sections in order to accommodate student requirements. More sections impact adjunct credit limits and decrease the availability of required studio lab time for students. These mandatory changes are harmful to the program and student success.

Articulation Agreements

Students can use ARTSYS to see the transferability of art courses to participating four-year institutions. Students report smooth transitions to four-year institutions and art schools. The art program is seeking administrative support for articulation agreements in the arts. Faculty has approached University of Delaware, University of the Arts, Arcadia University, and Moore College of Art and Design, but time restraints have postponed any movement on these. The Program is waiting on official approval of the AFA to move forward with articulations.

Program Goals and Objectives

Goal(s)	Timetable for Completion	Required resources	Obstacles to Completion (if any)
Offer the AFA to students	Dependent upon the state deciding on requirement for the AFA, AA, AAS	Administrative support	Decision from the state
Develop articulation agreements	Dependent upon the state deciding on requirement for the AFA, AA, AAS	Administrative support	Decision from the state
Expand studio facilities and update studio equipment	Ongoing	Administrative support Funding	Funding, physical space
Continue to increase in enrollment	Ongoing	Administrative support Funding	Funding, physical space
Increase the visibility of the Program	Current	Part-time support help Funding	Lack of gallery at North East Campus Gallery, staff

Recommendations

- Support the development of articulation agreements between four-year colleges, universities and art schools
- Increase Studio and Gallery Staff budget
- Create a budget for replacement equipment and new technology
- Carefully document graduates, enrollment, and transfer students
- Financially support the re-opening of the Gallery at the North East campus with appropriate staff
- Expand the Ceramics program to ES 126 and offer some 3-D classes at North East
- Develop a sculpture studio in ES126 with materials and equipment such as a 3-D printer
- Collaborate more closely with the VCP department. Make the shift to one Art department including visual communications and fine art. This collaboration will help the art students access the technology they need and will help the photography and visual communication students get the art courses they need to transfer to a BFA program at four year schools.
- Have at least one computer in ES 117 the Ceramics Studio. Use Academia software to electronically track the number of students using the lab.
- Replace outdated computers in AS 231
- Revive the ART 168 ART Glass: Stained and Fused class in collaboration with Art Space on Main
- Redesign ART 272 Silk-Screening into a general printmaking class
- Develop a jewelry class
- Continue to search for working professionals to teach courses outside the current pool of adjuncts

Approvals

Signature of Division Chair



Date 6-24-14

Signature of the Chair of the
Academic Affairs Committee



Date 6/24/14

Signature of the Dean of
Academic Programs



Date 7-1-14

Signature of the Chief
Academic Officer



Date 7/3/14