

Cecil College
ACADEMIC PROGRAM REVIEW AND PROGRAM ASSESSMENT



Updated: February 2, 2015

ART DEPARTMENT
Drawing and Painting Program Review

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Executive Summary

The Associate of Arts in Drawing and Painting 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 field of art and design. The instructors are practicing artists that act as mentors to guide and support students. Students in the Drawing and Painting Program 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 (BFA) 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 Elkton Arts and Entertainment District in Cecil County serving students and the community. The Gallery hosts eight exhibitions each year and draws artists and audiences from surrounding communities. The Art Program organizes art sales in conjunction with the student shows at the Elkton Station Gallery. Art students create work and help organize the sales. The funds raised are used to support the students through art awards, workshops, and conferences. Working closely with local galleries such as The Palette & The Page has provided exhibition and internship 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 often staffed by advanced Cecil College art students.

The Program faces the challenge of keeping well-equipped studio facilities, technology and educational tools. The program has a need for part-time studio staff at the North East Campus to assist in the maintenance of the drawing and painting studio. This position includes organizing materials, tracking inventory of supplies, and maintaining the classroom workspace and equipment. Another challenge is the division of art disciplines on separate campuses. Offering 2-D as well as 3-D courses on both campuses would create a unified program and connect art students in all of the art disciplines. In addition, 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. The College Art Association and the National Association of Schools of Art and Design recognize that the BFA is the professional degree in the field of visual art and design and is intended to prepare students to pursue a professional practice on a global level. Evidence of the employment opportunities available to graduates of Arts programs is found in the U.S. House of Representatives House Resolution #51 introduced February 13, 2014, which acknowledges the important contribution of the arts to our nation's economy. 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, and \$153 billion in consumer spending. 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. The STEM to STEAM

movement, which includes the arts along with science, technology, engineering and math, has increased awareness of the importance of the arts. The goal of STEAM is to foster the true innovation that comes with combining the mind of a scientist or technologist with that of an artist or designer. The House of Representatives encourages the development of a STEM to STEAM council of representatives of artists, designers, education and business leaders, and federal agencies in order to facilitate a comprehensive approach to incorporate art and design into the Federal STEM programs. This movement has been widely adopted by institutions, corporations, and individuals.

Students who earn an Associate of Arts in Drawing and Painting 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 encourage cultural enrichment, innovative thinking and creative problem solving.

Program Description

The Associate of Arts in Drawing and Painting 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 (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 Drawing and Painting Program prepares students for further study in subjects including animation, drawing, painting, ceramics, digital media, 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 Drawing and Painting Program offers a cooperative learning environment with outstanding faculty and studios for developing artwork in a variety of media. With a foundation of traditional and contemporary drawing and painting techniques, students develop technical skills required to handle drawing and painting materials with confidence and to translate creative concepts into finished works. 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 Associate of Arts 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, MFA, along with several adjuncts. In the mid 1970's a second full-time faculty member, Carol White, MFA 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 doublewide 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 Drawing and Painting, Ceramics and Graphic 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, MFA 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 and the existing degrees were updated. Changes to the Drawing and Painting degree included the addition of Professional Portfolio Production as a requirement for any art major. This course prepares students to transfer to a four-year program equipped with a professional image portfolio of work and written documentation. It also requires students to complete a Capstone Exhibit, a professional exhibit demonstrating a cohesive body of work in one of Cecil's galleries. The Drawing and Painting degree was again revised in 2013 in adherence to College Readiness and Completion Act, which required all Associate of Arts degrees to total sixty credits. These degree changes are awaiting approval from the state. In 2013, an Associates of Fine Arts (AFA) 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.

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 Drawing and Painting 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 Associate of Arts degree clearer for students. The addition of the AFA will allow for 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. Below is a listing of faculty who taught in the Program over the last five years.

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, Senate, Studio and Gallery Supervisor, Work-study Supervisor, Curriculum Design	Artist, Educator	Full Time
Mark Donohue	MFA	ART 130, 230, 140, 240, 231, 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, 101		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	Adjunct

Program Curriculum

Associate of Arts Drawing and Painting

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, drawing and painting, 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.

¹ Another General Education Science with Lab will be accepted.

² Courses must be from two different disciplines.

	<i>General Education Requirements</i>	<i>General Education Code</i>	<i>Credits</i>
ART 101	Fundamentals of Design	H	3
ART 130	Drawing I	H	3
ART/HST 141 or ART 150	Survey of Art History Art Appreciation and Museum Studies	H/I	3
CHM 109	Chemistry and Art	SL	4
EGL 101	Freshman Composition	E	3
EGL 102	Composition and Literature	H	3
MAT	Math Elective	M	3-4
SCI	Science Elective	S/SL	3-4
SOC SCI	Social Science Electives	SS	6
	<i>Program Requirements</i>		
ART 105	Illustration, Materials and Techniques		3
ART 110	Color	H	3
ART 140	Painting I	H	3
ART 152 or ART 160	Sculpture or Beginning Ceramics	H	3
ART 180 or VCP 101	Basic Photography or Photography I	H	3-4
ART 230 or ART 240	Drawing II or Painting II	H	3
ART 231 or ART 232	Portrait Drawing or Figure Drawing	H	3
ART 293	Professional Portfolio Production		3
	<i>Program Electives</i>		<i>Select 12 Credits</i>

ART 132	Landscape and Nature Drawing		3
ART 141	Survey of Art History	H	3
ART 142	Landscape and Nature Painting		3
ART 150	Art Appreciation and Museum Studies	H	3
ART 152	Beginning Sculpture	H	3
ART 160	Beginning Ceramics	H	3
ART 169	Ceramics/Majolica Glaze Painting		3
ART 230	Drawing II	H	3
ART 231	Portrait Drawing		3
ART 232	Figure Drawing		3
ART 240	Painting II	H	3
ART 241	Portrait Painting		3
ART 272	Silk Screening		3
<i>Total Credits Required in Program:</i>			67 70

The following are the courses associated with the Drawing and Painting 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 3 credits

ART 150 Art Appreciation/Museum Studies (H) is a discussion/lecture course with travel to museums, galleries, and/or artists' studios to view works of art. Topics may include historical context of artworks, specific artists, styles and movements, personal, historical or societal influences on artists, subject and content, aesthetic intent, formal organization, materials, and methods. 3 credits

CHM 109 Chemistry and Art studies the application of chemical principles to various aspects of the visual arts. Topics include elements, compounds, atomic structure, the periodic table, chemical bonding, chemical reactions, acids and bases, oxidation-reduction reactions, and polymers. These concepts are introduced where appropriate in the exploration of the chemistry of art media such as paints, dyes metals, glass, ceramics, plastics, paper, fibers, and photographic materials. Laboratory activities have been designed to complement and enhance the lecture topics. The instructional approach used in CHM 109 is a combination of lecture, demonstrations, small group work, experiential exercises, and discussion. CHM 109 fulfills the physical science requirement in the majority of programs and curricula.

EGL 101 Freshman Composition (E) teaches students the skills necessary to read college-level texts critically and to write effective, persuasive, thesis-driven essays for various audiences. The majority of writing assignments require students to respond to and synthesize texts (written and visual) through analysis and/or evaluation. Students also learn how to conduct academic research, navigate the library's resources, and cite sources properly. The course emphasizes the

revision process by integrating self-evaluation, peer response, small-group collaboration, and individual conferences. Additionally, students are offered guided practice in appropriate style, diction, grammar, and mechanics. Beyond completing multiple readings, students produce a minimum of 7,500 words, approximately 5,000 words of which are finished formal writing in four-five assignments, including a 2,000-word persuasive research essay.

EGL 102 Composition and Literary Forms introduces the students to the genres of fiction, poetry, and drama in order to gain a fuller understanding and appreciation of these literary forms. Several brief compositions and a term paper will be assigned

Math Elective

Science Elective

Social Science Elective

ART 105 Illustration, Materials and Techniques is a studio course which introduces students to a variety of materials and techniques appropriate for use in the field of illustration. Topics may include: charcoal, graphite pencil, color pencil, pastel, inks, markers, scratchboard, various paints, printmaking techniques, collage and airbrush. Previous experience in drawing is highly recommended before enrolling for this course. 3 credits

ART 110 Color is a studio course which serves as an introduction to the varied relationships and qualities of color in regard to the visual world. Assignments explore both physical and psychological aspects of color theory. This course is valuable for anyone interested in the fine/commercial arts, or anyone interested in understanding how color can affect our behavior and observations. 3 credits

ART 140 Painting I (H) introduces students to various approaches to painting in oils in the studio. It is intended for the beginning painter with little or no background in painting. Technical skills are developed through demonstrations, structured assignments, lectures, and critiques

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

ART 180 Basic Photography introduces students to the fundamental aesthetics and techniques of photography, to the practice of creative thinking, and to communication through visual imagery. Digital cameras and digital imaging works stations are available for student use in class.

VCP 101 Photography I introduces the art and craft of photography. Students learn digital camera operation, digital scanning and print production. Emphasis is placed on visual thinking and visual communication. Students complete weekly lab assignments in addition to class activities to produce a portfolio of fine black and white and color photographs.

ART 230 Drawing II (H) Builds on Drawing I by concentrating on long-term assignments in the studio. It is intended for those students with previous experience in drawing. Emphasis is on experimentation with materials and individual expression. Students will study approaches taken by various artists to develop a series of related works.

ART 240 Painting II (H) is a studio course concerned with the further development of compositional organization, technical skills, and color usage. Emphasis is on individualized approaches to painting and personal exploration with reference to past and contemporary artists. Students are encouraged to experiment with combinations of media and techniques for exploration in representational, abstract, and non-objective work. This course is intended for the student with previous painting experience.

ART 231 Portrait Drawing is an introductory class exploring basic mechanical and expressive components of portraiture. Emphasis is on solid structure and disciplined characterization. Instruction deals with form and structure in the first half of the course and with expression and characterization in the second. Previous drawing experience is highly recommended before enrolling in this course. 3 credits

ART 232 Figure Drawing is an introductory course in drawing the human figure. The first half of the course emphasizes accuracy in proportion and achieving solid form and structure while the second half deals with characterization. Projects will deal with the form and structure of the body as well as subjective aspects of the pose. Previous drawing experience is highly recommended before enrolling in this course. 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

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.

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

Cecil College						
Program Review - Drawing/Painting - ADPZ						
Associate						
Full-time/Part-time Students						
		Total Enrollment	Full-Time	% of Total	Part-Time	% of Total
<u>FY 2008/2009</u>	Summer 2008	2	0	0%	2	100%
	Fall 2008	15	8	53%	7	47%
	Spring 2009	14	6	43%	8	57%
<u>FY 2009/2010</u>	Summer 2009	5	0	0%	5	100%
	Fall 2009	11	8	73%	3	27%
	Spring 2010	12	6	50%	6	50%
<u>FY 2010/2011</u>	Summer 2010	2	0	0%	2	100%
	Fall 2010	16	9	56%	7	44%
	Spring 2011	12	4	33%	8	67%
<u>FY 2011/2012</u>	Summer 2011	4	0	0%	4	100%
	Fall 2011	19	10	53%	9	47%
	Spring 2012	19	11	58%	8	42%
<u>FY 2012/2013</u>	Summer 2012	2	0	0%	2	100%
	Fall 2012	20	12	60%	8	40%
	Spring 2013	16	6	38%	10	63%

Cecil College		
Program Review - Drawing/Painting - ADPZ		
Associate		
Enrollment		
	Total Enrollment	
FY 2008/2009	19	
FY 2009/2010	17	
FY 2010/2011	23	
FY 2011/2012	25	
FY2012/2013	23	

Cecil College		
Program Review - Drawing/Painting - ADPZ		
Associate		
Number of Degrees Awarded		
	Total Degrees	
FY 2008/2009	0	
FY 2009/2010	1	
FY 2010/2011	1	
FY 2011/2012	1	
FY2012/2013	0	
Total	3	

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

Cecil College			
Program Review - Drawing/Painting - ADPZ			
Associate			
Number of Degrees Awarded to Pell Recipients			
	Total Degrees	Pell Recipients	% of Total
FY 2008/2009	0	0	0%
FY 2009/2010	1	0	0%
FY 2010/2011	1	0	0%
FY 2011/2012	1	0	0%
FY 2012/2013	0	0	0%
Total	3	0	0%

The number of declared majors that transferred with a minimum 15 credits:

[illegible]

Cecil College							
Program Review - Drawing/Painting ADPZ							
Students starting in FY 2008-2009 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		0	1			
In-State Transfer				Out-of-State Transfer			
Public	Private		Public	Private			
0	0		1	0			

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Cecil College									
Program Review - Drawing/Painting - ADPZ									
Students starting in FY 2010-2011 and completed 30+ credits that Transferred Out (Headcount)									
Type of Higher Institutions									
In-State Transfer		4-year institution		2-year institution		Out-of-State Transfer		4-year institution	
0		0		0		1		1	
In-State Transfer		Private		Public		Private			
0		0		1		0			

Top 10 Higher Education Institutions where Cecil College Students									
In-State				Out-of-State					
Towson University		1							

[illegible]



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REAL STUDENTS. REAL SUCCESS.										2/2/2015 8:13 AM									
FY 2012/2013		8	2	25%	3	38%	3	38%	0	0%									
TOTAL		40	7	18%	16	40%	8	20%	9	23%									

Program Evaluation History- Associate Degree

Student Profile – Five-Year History

Cecil College						
Program Review - Drawing/Painting - ADPZ						
Associate						
Students by Gender						
	Total Enrollment	Female Student	% of Total	Male Students	% of Total	
FY 2008/2009	19	10	53%	9	47%	
FY 2009/2010	17	13	76%	4	24%	
FY 2010/2011	23	19	83%	4	17%	
FY 2011/2012	25	19	76%	6	24%	
FY2012/2013	23	19	83%	4	17%	

[illegible]



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	FY 2009/2010	FY 2010/2011	FY 2011/2012	FY2012/2013
REAL STUDENTS. REAL SUCCESS.	17	23	25	23
ZI/ZI/2012 8.13 AIVT	0	0	0	1
	0%	0%	0%	4%
	0	0	0	0
	0%	0%	0%	0%
	0	0	0	0
	0%	0%	0%	0%
	0	2	1	2
	0%	0%	0%	0%
	0	2	1	2
	0%	9%	4%	9%
	16	21	24	20
	94%	91%	96%	87%
	0	0	0	0
	0%	0%	0%	0%
	1	0	0	0
	6%	0%	0%	0%

[illegible]



Drawing and Painting Certificate

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Cecil College	
Program Review - Drawing/Painting - DAPC	
Certificate	
Enrollment	
Total Enrollment	
FY 2008/2009	0
FY 2009/2010	0
FY 2010/2011	0
FY 2011/2012	1
FY2012/2013	4

Cecil College	
Program Review - Drawing/Painting - DAPC	
Certificate	
Number of Degrees Awarded	
Total Degrees	
FY 2008/2009	0
FY 2009/2010	0
FY 2010/2011	0
FY 2011/2012	0
FY2012/2013	0
Total	0

Cecil College	
Program Review - Drawing/Painting - DAPC	
Certificate	
Number of Degrees Awarded to Pell Recipients	
Total Degrees	
FY 2008/2009	0
FY 2009/2010	0
FY 2010/2011	0
FY 2011/2012	0
FY 2012/2013	0
Total	0
Pell Recipients	
FY 2008/2009	0
FY 2009/2010	0
FY 2010/2011	0
FY 2011/2012	0
FY 2012/2013	0
Total	0
% of Total	
FY 2008/2009	0%
FY 2009/2010	0%
FY 2010/2011	0%
FY 2011/2012	0%
FY 2012/2013	0%
Total	0%



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The number of declared majors that transferred with a minimum 15 credits:

[illegible][illegible]



2/2/2015 8:13 AM

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

Cecil College							
Program Review - Drawing/Painting - DAPC							
Students starting in FY 2008-2009 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			0	0		
In-State Transfer				Out-of-State Transfer			
Public	Private			Public	Private		
0	0			0	0		

[illegible]



Student Profile – Five-Year History

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	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	0	0	0%	0	0%	0	0%	0	0%	0	0%
FY 2009/2010	0	0	0%	0	0%	0	0%	0	0%	0	0%
FY 2010/2011	0	0	0%	0	0%	0	0%	0	0%	0	0%
FY 2011/2012	1	0	0%	0	0%	1	100%	0	0%	0	0%
FY2012/2013	4	3	75%	0	0%	1	25%	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. Writing is most heavily emphasized in the art history courses.

Oral communication

Students must participate in critiques, which consist of aesthetic, technical, and conceptual discussions. In most classes, students must present research on a chosen topic or an artist lecture about their work.

Scientific Reasoning

Students use scientific reasoning in general education courses.

Technological Competence

Students use digital cameras and computer software to edit images and create work. 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 images 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

- The program maintains and supports 2-D and 3-D studios and equipment on two campuses. The studios provide 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. The AA in Drawing and Painting prepares students for transfer into a BA or BFA program in any art and design discipline. The 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 a major strength of our program. The majority of classes have twelve or less students ensuring essential one-on-one time with instructors.

Art Gallery

- The re-opening of the Milburn Stone Gallery will provide an opportunity for students to exhibit work in North East. In addition, it creates visibility and public awareness of the Art Program and connects students in all art disciplines.
- The Elkton Station Gallery is part of the Elkton Arts and Entertainment District serving students and the community.
- The Elkton Station Gallery hosts eight gallery exhibits a year open to the public. These exhibits bring in artists, community members, parents and students. Students can meet professional artists and attend artist talks and workshops.
- Students present work in two student exhibitions a year. These exhibits have consistently been recognized for their technical and aesthetic quality.
- There was an estimated five hundred people in attendance at the spring 2014 student exhibit which is an indication that the Program is reaching parts of the community that were not previously aware the arts at Cecil.
- Gallery and student art sales continue to increase. Proceeds from the art sales are used to support art awards, workshops and conferences for art students.
- Development of Faculty Choice Awards and the juried Art Club Award recognizing artistic excellence at the student exhibits fosters confidence in young artists to continue to pursue their goals.

Partnerships

- Relationships with local galleries and arts organizations have opened internship, exhibition, and employment opportunities for students. Some organizations include:
 - The Palette & The Page
 - Oxford Arts Alliance
 - Cecil County Arts Council
- Faculty visits to local high schools and relationships with CCPS have strengthened our program. The program plans to increase the frequency of visits to high schools.
- Campus visits from four-year universities and art schools show students a clear path to the BFA degree after graduation. They also provide valuable portfolio review experience for students. Some schools that have visited recently include:
 - Moore College of Art & Design
 - University of Delaware

Community Outreach

- In addition to the gallery, students participate in the following:
 - Art Club
 - Art Sales
 - Unity in the Community Day at Cecil College
 - Summer art camps at Cecil College

Program Weaknesses**Facilities**

- Lack of adequate space to grow, student complaints of cramped space
- Separation of art disciplines between campuses
- Limited gallery storage and preparation space at Elkton
- No gallery storage space at North East

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

- Need to develop official articulation agreements. All three of the AA tracks will transfer to a BFA or BA degree, but students need to see the clear pathway to the professional degree in art and design. 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 student exhibits and 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 was major loss for the Art Program. In order to have a successful re-opening, the Program will need:

- Collaboration with the theatre to plan opening receptions for the public
- Proper area for preparing work for installations
- Support for adequate space and lighting
- Support for additional gallery staff hours to plan and organize exhibits
- Marketing efforts to reengage the community

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

- Lack of articulation agreements with four-year colleges/universities and art schools
- Students pursuing the BFA express confusion between programs and departments
- Separation of art disciplines between campuses
- Region lacks a positive perception of the value of higher education and artistic study
- Current economic situation is negatively impacting employment opportunities
- Limited space for development of courses and programs
- Pathways to careers in Drawing and Painting/Crafts are not visible to students
- Lack of needed time for faculty support for program recruitment, expansion, and further curriculum development including:
 - Visits and collaboration with public and private schools
 - Developing articulation agreements
 - Developing more internship programs
 - Further collaboration with local organizations
 - Continued community outreach
 - Expanded student engagement

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.

Advisory Member	Credentials	Contact Information
Carol White	MFA, Maryland Institute College of Art Post MFA work, MICA BA, University of Delaware AA, Harford Jr. College	Cecil College 1 Seahawk Drive North East, MD 21901 410-287-6060 ext. 1956
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. 1380
Mark Donohue	MFA, University of Delaware Professor at Cecil and Gloucester County College	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 Wilmington Arts Association	The Creative Vision Factory 617 N. Shipley St. Wilmington, Delaware 19801 302-397-8472 thecreativevisionfactory@gmail.com
Joseph Netta	MFA, Pennsylvania State University	Cecil 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 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 410-658-3959 backlog.pottery@gmail.com

Adequacy of Available Technology

The department needs adequate computers, photographic equipment and a space to create and photograph artwork for:

- Students to develop their portfolio for transfer
- Part of the training of an AA in Drawing and Painting
- Public relations for Program materials and art exhibits

Adequacy of Facilities

An increase in space and visibility is necessary to support and expand the program.

2-D and 3-D Studios

- One well lit drawing and painting studio equipped with easels and materials and supplies
- The Drawing and Painting studio has limited studio availability for students to complete required assignments in the studio because classes are scheduled the majority of the time
- Classroom studio also acts as gallery preparation and storage for the galleries. This results in an overly cramped workspace for classes, lack of storage space for classroom materials, and an unprofessional educational atmosphere.
- Two part-time staff members to help maintain ceramics studio and Elkton Station Gallery
- No sculpture studio or equipment

Galleries

- Attractive gallery space for art shows with ample natural light at Elkton Station
- Reopening of the gallery at Northeast campus will increase exhibition opportunities for students and the Art Program's visibility
- Limited storage and preparation space for gallery at Elkton
- No storage and preparation space for gallery at North East

The last exhibit held at the Milburn Stone Gallery was in April 2011. Although the gallery will be reopening, it will do so without the lobby hanging space, which constituted approximately one-third of the previous available space. In addition, the gallery preparation area in the Theatre is no longer available for use by the Art Program. The Program must also rebuild an audience for the Milburn Stone Gallery and engage students and the community.

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, however, time restraints and degree changes have postponed any movement on these. The Program is waiting for 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 with a statewide program designation	Dependent upon Academic Programs and State timetables	Administrative support and state approval	Decision from the state
Develop articulation agreements	Dependent upon the state approval of revised degree program	Administrative support and state approval, time	Decision from the state, time restraints
Expand studio art facilities to include 2-D and 3-D on both campuses	Ongoing	Administrative support Funding, adequate space	Funding, physical space
Continue to increase in enrollment	Ongoing	Administrative support, Funding	Funding, physical space
Increase the visibility of the Program through a gallery at North East campus	Current	Part-time support help, Funding	Proper gallery and storage space, funding for gallery staff hours, collaboration with the Theatre and Marketing
Expand collaboration efforts with public and private schools	Current	Administrative support for faculty time	Time restraints

Recommendations

- To address program needs for expanded development, support of the following as part of the faculty credit load:
 - Development of articulation agreements
 - Recruitment and retention
 - Curriculum development
 - Scheduling
 - Fiscal management
 - Managing personnel
 - Scheduling
 - Community outreach
 - Leadership/advocacy
- Increase Studio and Gallery Staff budget
- Carefully document graduates, enrollment, and transfer students
- Financially support the re-opening of the Gallery at the North East campus with appropriate staff
- Expand art offerings at both campuses
- A computer and projector in ES 126 for credit art courses
- Collaborate more closely with the VCP department. This collaboration will help the art students gain the digital capability they need and will help visual communication students gain the artistic foundation needed if they plan to transfer to a BFA program at four-year schools in art disciplines.
- Create an internship course for art students
- 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 new courses such as jewelry making and art theory
- Work on developing online versions of Art 101 Fundamentals of Design

Approvals

Signature of Division Chair



Date 2-10-15

Signature of the Chair of the
Academic Affairs Committee

Anand Patel


Date 2-16-15

Signature of the Dean of
Academic Programs



Date 2-20-15

Signature of the Chief
Academic Officer



Date 2-20-15