

2017 SCU - Program and Curriculum Review

Program Coordinator:	Jennifer Bain	Chair:	Sandra Dupret
Program Review Facilitator:	Darlene Bolahood	Date Completed:	June 12, 2017
Program Name:	Sculpture Certificate	Program Code:	SCU
1.0 Industry Trends and Employment		Summary of Key Findings	
<p>Review and discuss the following:</p> <ul style="list-style-type: none"> • Industry / sector changes or issues identified by the Program Advisory Committee • Recent labour market data or sector reports as provided by the Fleming Library Researchers. • Recent or anticipated changes in occupational standards, level of entry and credential and / or standards of accreditation • Based on the above, do these changes or issues necessitate changes to your program, either immediately, or in the next few years? 		N/A	
<p>1.2 Labour Market and Employment Trends</p> <p>Review and discuss the following:</p> <ul style="list-style-type: none"> • Graduate employment statistics over the last few years, including those of students employed in the field, in a related field, outside the field, or unemployed, and any emerging patterns in this data. • Emergent employment trends such as new types of positions, changing job market, regional distinctions, changing employer profile, or emerging skill shortages 		N/A	
<p>2.0 Key Performance Indicators</p> <p>Review and analyze the formal Key Performance Indicator (KPI) results for your program.</p>		Summary of Key Findings	

<p>2.1 Student Satisfaction</p> <p>In addition to the formal Student Satisfaction KPI results, comment upon any other formal or informal discussions with students and graduates such as <i>student focus groups</i>, class councils, class representatives, individuals or delegations, or debriefing sessions following a field placement, clinical placement, or practical work integrated learning experience.</p>	<p>The sculpture program has been suspended for the past two years and is an off cycle program that does not fall within KPI collection dates. However, graduates of the program were surveyed in 2014 and 82% indicated that they were satisfied with the program. (SD)</p> <p>JEN TO ADD STUDENT FEEDBACK PORTION</p>
<p>2.2 Retention Rate</p> <ul style="list-style-type: none"> • Use the IPP (Integrated Program Planning) data that focuses on Retention. • Review patterns of retention on a semester by semester basis over the last five years. • Comment on the effectiveness of any strategies adopted to improve student retention. 	<p>Retention rate is 100%. (SD)</p> <p>IPP was not developed until after the last delivery of this program. (SD)</p>
<p>2.3 Graduate Rate</p> <ul style="list-style-type: none"> • Review patterns of graduation rates on a semester by semester basis over the last five years. 	<p>N/A</p>
<p>2.4 Graduate Satisfaction</p> <ul style="list-style-type: none"> • Review patterns of graduate satisfaction and provide comment. 	<p>Graduate satisfaction is listed at 82% and related employment at 67%. Due to the entrepreneurial nature of the discipline, it is difficult to accurately track employment.</p>

<p>2.5 Enrolment Trends and Demand</p> <ul style="list-style-type: none"> Your team will review and analyze the patterns in the number of program applicants, confirmations and actual registrants over the past 5 years. You will also examine changes, if any, in the student demographic profile and the impact, if any, of this changing student profile on program curriculum. Assess whether the program curriculum needs to change based on the above analysis. Use the FDR excel spreadsheet that provides Day 10 enrolment numbers for Fleming for the last 10 years, to assist you with your analysis. Please review the IPP (Integrated Program Planning) data that focuses on trends related to student demand, and the related 'Situational Analysis' information included for your program – select the Demand Trending Tab and Situational Analysis Tab. 	<p>IPP was not developed until after the last delivery of this program. This program has had low external demand, meaning that it is mainly internal Fleming pathways that have yielded enrolment. Conversion rate is low.</p>
3.0 Program Curriculum	Summary of Key Findings
<p>3.1 Program Learning Outcomes and/or Sector Standards</p> <ul style="list-style-type: none"> Review program level learning outcomes in preparation for curriculum mapping (vocational, essential employability skills, general education) Where applicable review sector standards to ensure program is keeping up with new trends, developments and requirements. 	<p>Program Learning Outcomes have had minor revisions for clarity. A new outcome has been added to address shaping of environments as a sculptural practice.</p> <p>There are no sector standards for this program.</p>
<p>3.2 Program of Study, Course Outlines, Delivery and Program Map</p> <ol style="list-style-type: none"> Review the feedback and suggestions received from Course-level survey completed by faculty at the end of each semester. Review the balance and frequency of assessment types across the curriculum and their appropriateness to learning outcomes for the course and program level outcomes. Collect a cross section of samples of student work as evidence of achievement of learning outcomes. Reflect and comment upon the variety of methods used to 	<p>A new program mapping is underway. It will be posted on the website after completion. (June 2017)</p> <p>The Sustainability outcome has been listed in the new SCU- Concepts course.</p> <p>The course outlines and delivery, including assessment will be monitored with the careful rigours of all arts certificates delivered at the Haliburton campus.</p>

<p>demonstrate program outcomes.</p> <ol style="list-style-type: none"> 5. Reflect and comment upon the degree of technology-enhanced delivery of the program outcomes. 6. Discuss the degree and depth to which the program is providing work integrated learning experiences. 7. Record the course in the curriculum that covers the college-wide sustainability learning outcome 8. Review (or create) Program Curriculum Map(s) to ensure that there is alignment of current courses to the overall program outcomes, including the Vocational Learning Outcomes, the Essential Employability Skills, and adherence to the General Education Policy. 9. Make recommendations to address any gaps identified or improvements required. 10. Review the program's current admission requirements and their suitability in relation to program rigour and student preparedness. 11. Include an updated program curriculum map on your program and curriculum review web page. 	<p>Program changes have minor impact on the existing VLO's, one has been added to address shaping of environments as a sculptural practice.</p> <p>Key changes to the program address delivery strategies, the inclusion of new technology, the consideration of shaping spaces as sculptural practices, and the opportunity for students to elect specific media via HSAD spring and summer course electives.</p>
4.0 Strategic Positioning and New Opportunities	Summary of Key Findings
<p>4.1 College and School Alignment</p> <ul style="list-style-type: none"> ● Review program alignment with college priorities such as vision, mission, values, strategic plan, academic plan and the educational mandate, and / or academic priorities of the School. 	<p>Ceramics is an area of specialization for both the Integrated Design and Visual and Creative Arts Diplomas. These two programs are the only two diplomas offered at the Haliburton Campus and are completely in line with the college's strategic mandate. Ceramics is attractive to those interested in the both the arts and design. It can be considered a significant draw to the campus.</p>
<p>4.2 Competitor Programs</p> <ul style="list-style-type: none"> ● Analyze key parallels and differences between this program and those of its closest competitors, where applicable. ● Comment on the 'Value-added' program distinctions and their attractiveness to prospective students. 	<p>Fleming College is the only institution offering this program at a certificate or diploma level. There is no competitor data available. (sd)</p>
4.3 Learning Pathways	<p>Visual and Creative Arts diploma program graduates with a specialization in sculpture can enter the following institutions' BFA</p>

<ul style="list-style-type: none"> • Comment on recent or anticipated initiatives that promote student pathways including secondary school partnerships, dual credits, program laddering, dual diplomas, and university transfer, articulations, and partnerships. • Identify any new pathways that could be developed. 	<p>programs with advanced standing: Nova Scotia College of Art and Design University, Emily Carr University, the Alberta College of Art and Design, Ontario College of Art and Design University and York University.</p> <p>Our sculpture certificate program is also a second-year specialization option for our Integrated Design and Visual and Creative Arts diploma programs. (SD)</p>
<p>4.4 New Program or Redesign Ideas</p> <ul style="list-style-type: none"> • Are there opportunities for new program initiatives based on Program, School, or community strengths and alliances? 	<p>There is an opportunity to analyse the weaknesses of the sculpture program and determine how to best address these challenges while working with the school's strength. Part of this approach will be to redesign the program to take advantage of the summer school courses that focus on sculpture. This will benefit the students as they will have the opportunity to work with a variety of faculty who specialized in specific techniques. It will also provide a greater breadth to the program.</p>
<p>5.0 External Relations</p>	<p>Summary of Key Findings</p>
<p>5.1 Community Partnerships</p> <ul style="list-style-type: none"> • Does your program have significant partnerships, relationships, connections, or offers of support from the community that help to enrich the program and the student experience? • Are faculty, staff, and student involved in volunteer projects and events? 	<p>The Haliburton School of Art + Design is a campus among a sculpture forest and public walking and ski trails. Community members are always welcome to visit the campus and often take time to tour the facility. Faculty shows launched each Fall with Ceramics Faculty show in 2016. The intent is to rotate faculty teams. jb</p> <p>Open house events are offered twice per year (fall/spring) drawing community members into the building to see our facilities and to network with faculty and students. jb</p> <p>End of semester exhibition is held on the Saturday of the fifteenth week of both fall and winter semesters. Students invite friends and family to the exhibition as well as community members. Students are exhibiting their project work from the program and community members are welcome to purchase any work that is available for sale. jb</p>

<p>5.2 Program Advisory Committee</p> <ul style="list-style-type: none"> • Comment on the distribution of Committee membership by constituency, sector, and / or region. • Comment on the vitality of the Committee (frequency of meetings, members' level of participation, engagement, and turnover.) 	<p>The Program Advisory Committee has always includes a robust complement of active professionals encompassing practice in both fine art and craft, public and private sectors, and a range of faculty/teaching profiles.</p> <p>At our spring 2016 PAC, time will be taken to review all arts offerings and confirm if our programs continue to be in excellent shape with sturdy in delivery.jb</p>
<p>5.3 Alumni Relations</p> <ul style="list-style-type: none"> • Describe the type and range of alumnae involvement in the program. • Current and future strategies to engage alumnae in the program. 	<p>Many of our Alumni come back and take more programming and provide support to current students as well as administration for suggestions of program improvement. jb</p> <p>An Alumni email distribution list allows the coordinator to communicate with Alumni. Any incoming community volunteer/job posting/exhibition information is shared with all Alumni through this process. We also encourage our alumni to keep us informed about their accomplishments so we can post their information on our social media sites. jb</p>
<p>6.0 Program Resources</p>	<p>Summary of Key Findings</p>
<p>6.1 Program Revenue and Expenses</p> <ul style="list-style-type: none"> • Please review Integrated Program Planning (IPP) information for your program. • Are program resources adequate, in the context of program currency and student numbers? (e.g. laboratory equipment, software, library holdings, or tools essential to program delivery and student learning. • Are there opportunities for further program specific external revenue such as sponsorship, grants, donations or gifts-in-kind? • Review the existing revenue and expenses associated with your program using the IPP tool and provide comments below. 	<p>When meeting target enrolment (10+) program revenue for this program is adequate. The last program costing in 2014-15 showed a 13.1% CTO based on 7 FTE. The largest challenge is the lack of permanent facilities required to deliver a general, foundation level program. An essential requirement is a woodshop, which we do not have. Also, our curriculum was too broad for the facilities that we do have available and as a result, we are redesigning the program to</p>

	assist with these two challenges. (SD)
<p>6.2 Faculty and Staff Resources</p> <p>Please comment on:</p> <ul style="list-style-type: none"> • The number and distribution of all faculty, technicians, and technologists associated with the program including full-time, part-time, sessional, and cross-appointments. • Profile of the faculty, and staff associated with the program including cumulative credentials, scholarship, work-related and teaching experience, and expertise in education. • Significant faculty or staff accomplishments such as professional recognition and awards, achievement of credentials, and appointments. • Hiring priorities over the next few years based on the above. 	<p>Faculty who have taught in the program have been recognized internationally and come from across the country. Many are recipients of awards and have been represented in galleries in Canada and abroad. To meet the unique requirements of teaching students specific techniques, we bring in PT faculty who are experts in their area.</p> <p>As with all our programs, it can be a challenge to identify and secure faculty to teach in Haliburton and succession planning is ongoing. (SD)</p>

Program Improvement Plan

Based on the analysis of your key findings, identify areas that require attention and action in the next 1-3 year timeframe. Ensure that you only recommend actions that reflect the program's priorities and its capacity to achieve them, and record the success of any changes implemented and the means by which they are being evaluated.

Recommended Improvements:	Timeframe	Person(s) Responsible	Action Taken Proceeding = P Completed = C Not Feasible = NF
Existing program addresses too many technical and materials practices for the scope of the certificate program. Redesign needed to encompass contemporary sculpture issues including space and installation art, while retaining some measure of address for additive, subtractive, carving and modelling practices. 3D digital processes are addressed through a new course.		Program Stakeholders Sandra Dupret, Jennifer Bain Program Writing: Lisa Binnie	C
Program delivery will shift from winter to spring term in order to facilitate indoor/outdoor practices and resources. Spring delivery will also allow SCU students access to specialized SCU HSAD courses.	Spring 2017	Sandra Dupret and Jennifer Bain	C
SCU- Concepts: location of sustainability outcome	Spring 2017	Jennifer Bain	C
New Delivery date to be determined.	Spring 2017	Sandra Dupret and Jennifer Bain	P

Student feedback from Previous offerings to be listed in section 2.1		Jennifer Bain	P
Program Mapping		TBA	P
Update Program Description on College Website		TBA	P