**Program and Curriculum Review Self Study Template**

***Instructions: Review all information that is stored on your program and curriculum review web page.***

[***https://department.flemingcollege.ca/pcr***](https://department.flemingcollege.ca/pcr)

***On this template, enter Key Findings only, in brief point form. This is intended to be a reflective, continuous exercise and it is not expected that there will be a written response to every single question. You will work with this document and update it annually. The primary focus on an annual basis will be on the curriculum areas and at the 5 year interval, the document will be a more comprehensive representation of further depth of analysis within each of the sections. Add links to additional information only if you will find it to be helpful in the future use of this document.***

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| **Program Coordinator:** | | **Rose Pearson** | | **Chair:** | **Sandra Dupret** |
| **Program Review Facilitator:** | | | **Darlene Bolahood** | **Date Completed:** | **May 12 2016** |
| **Program Name:** | **Visual and Creative Arts Diploma** | | | **Program Code:** | **481414** |
| **1.0 Industry Trends and Employment** | | | | **Summary of Key Findings** | |
| **1.1 Industry and Sector Trends**  Review and discuss the following:   * 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? | | | | No relevant trends or changes in industry or this sector in general have had significant changes which might impact the design parameters of this foundation program in Visual and Creative Arts. | |
| **1.2 Labour Market and Employment Trends**  Review and discuss the following:   * 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 | | | | Most artists are self-employed; applying high level skills acquired through education or apprenticeships, or are employed primarily as instructors at various levels of practice. Ideally, artists employed as instructors also maintain a full professional practice.  Although not the usual mandate in a typical college program which focuses on employability, this VCA program is focused on introduction to the vast realm of Visual Art and Design practices, and is intended to afford them the skills and experiences which will allow them to make more informed personal choices in their future education paths. | |
| **2.0 Key Performance Indicators**  Review and analyze the formal Key Performance Indicator (KPI) results for your program. | | | | **Summary of Key Findings** | |
| **2.1 Student Satisfaction**   * In addition to the formal Student Satisfaction KPI results, comment upon any other formal or informal discussions with students and graduates such as class councils, class representatives, individuals or delegations, or debriefing sessions following a field placement, clinical placement, or practical work integrated learning experience. | | | | VCAD students have consistently appreciated a drastic improvement in speaking skills as a result of ongoing presentation projects in subjects ranging from art history research to critical discussion of project results, and finally in their Artist Statements at the end of semester 2. This ongoing group presentation/speaking work as both audience and presenter afford the students a perspective of the growing strength of their peers as well as their own.  The program is also strong in its activities which afford consistent demand for the students to objectively review their personal profile and positioning, better enabling them to make choices for completion of their third and fourth semesters, as well as further education beyond the diploma.  Program challenges in providing sufficient address of computer skills and writing skills are ongoing. They are addressed in the Visual Documentation course as well as the Portfolio and Presentation classes. The face to face access to the GNED “Creative Writing” is offered every winter term. New strategies have been developed in all three of these courses to address these shortcomings. | |
| **2.2 Retention Rate**   * Please review the retention rates for Fleming College students within each program for Fall intakes 2008 to 2012. The report illustrates the retention of students within Fleming College (i.e. those students who transfer out of their current program, but who remain in the college and progress to the next semester level). The information in this report is based on students enrolled at the 10th day of classes for each semester. * Review patterns of retention on a semester by semester basis as well as graduation rates over the last five years. * Comment on the effectiveness of any strategies adopted to improve student retention. * Please review the IPP (Integrated Program Planning) data that focuses on Retention data. | | | | The VCAD faculty team collaborates to design and employ best strategies to address individual students and their specific challenges. The profile of this student population does consistently include a high proportion of learners with these challenges. The faculty team have observed that only non-performing students undermine the program retention rate. (DB)  Given the unique and flexible delivery of our program, we are able to identify students struggling after first semester and transfer them into the certificate portion of their degree in the winter semester; we don’t lose the student but they complete their diploma out of sequence.  As well, retention from semesters 2 to 3 and 3 to 4 is not captured on the retention data because students are manual removed from VCA and put into the certificate program of their choice to complete their diploma (SD) | |
| **2.3 Graduate Rate**   * Review patterns of graduation rates on a semester by semester basis over the last five years. | | | | The faculty team have observed that in almost all circumstances, only non-performing students (high absentee/failure to submit assignments) fail to graduate.(DB)  Rates fluctuate based on our unique student body and needs. The campus is increasing its student support services to assist in addressing these needs. This past year, our gen-ed faculty had regular onsite hours outside of class that provided extra support for the courses that many students struggle with the most. As well, we provide group tutorials in conjunction with student support services for the most difficult course content (Photoshop). (SD) | |
| **2.4 Graduate Satisfaction**   * Use the FDR report for Program Review – 5 year historical trends to provide your analysis. | | | | Respondent pool is minimal and numbers fluctuate from year to year as a result. The survey numbers are too small to accurately assess. (SD) | |
| **2.5 Enrolment Trends and Demand**   * 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 KPI 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. | | | | Program enrollment is holding steady at 22-28 per annum; system enrollment levels indicate that VCA is on par or marginally exceeding trends. | |
| **3.0 Program Curriculum** | | | | **Summary of Key Findings** | |
| **3.1 Program Learning Outcomes and/or Sector Standards**   * 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. | | | | Program learning outcomes have been revised to improve clarity and specificity. It was determined that no major changes were required to this sturdy program. Revisions have been approved as per the deliberation and decision of the faculty team in this program review. DB April 2016 | |
| **3.2 Program of Study, Course Outlines, Delivery and Program Map**   * 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 demonstrate program outcomes. * Reflect and comment upon the degree of technology-enhanced delivery of the program outcomes. * Discuss the degree and depth to which the program is providing work integrated learning experiences. * Record the course in the curriculum that covers the college-wide sustainability learning outcome * 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. * Make recommendations to address any gaps identified or improvements required. * Review the program’s current **admission requirements** and their suitability in relation to program rigour and student preparedness.   **Include an updated program curriculum map on your program and curriculum review web page.** | | | | Program review indicated that only the Visual Documentation course required substantial revision. It was noted that the existing course was employing approximately 50% of classroom hours to the development of computer tools as creative application. It was determined that the course needed a greater focus on the documentation of artwork through an increased understanding of the implications of sound lighting and staging strategies for photo documentation and portfolio development. April 2016  Sustainability learning outcome is incorporated into the course Concept Development. Within this course students repurpose found objects in their process exploration.  Program Map completed and forwarded to Tracey Bell, May 6, 2016. DB  Focus group meetings have consistently informed us that:   1. The students request more time in certain areas of study. These are usually directed to Media Explorations I and II, Art History, Communications/Writing, Photography/Documentation/Photo editing, and Concept Development. 2. The areas of greatest satisfaction include Art History- Recent Century, Colour Theory (Design I), Gallery tours in Contemporary Art Investigations, Media Explorations studios. 3. The toughest curriculum challenges with the most significant payloads include the topics of:  * What If? (creative exploration with delayed judgement) * Layering/Deconstruction (destruction) * Critical discussion process -theory and practice * Seminar discussions on Art Theory * Conceptualization through Thumbnail sketching/Drawing Disciplines. * three dimensional design * colour mixing/perception * maintaining a sketchbook   4. Students indicated unexpected surprise at their advancements in:   * Interpersonal relationships within the classroom culture * Negotiating space * Colour theory and perception * Presentation and speaking skills | |
| **4.0 Strategic Positioning and New Opportunities** | | | | **Summary of Key Findings** | |
| **4.1** **College and School Alignment**   * 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. | | | | The VCA focuses on students succeeding by their recognition of their own individual strengths and interests. Their ability to look, think, and discuss visual works of art, including their own and that of other artists affords them a point of view which embraces a freedom to be themselves while maintaining responsibility for their own engagement in not only the VCA culture but as well as in the world. In every sense the VCA mandate focuses on the student’s ongoing development of skills and perceptions which will afford them the opportunity to “Learn Belong Become”.  The program has been designed with basic entrance requirements in the true spirit of a foundation program in visual experience. Students have the opportunity to realize their own interests and strengths in order to make choices for not only their third and fourth semesters, but extend their strengths in choosing post diploma studies and artistic practices beyond formal educational opportunities. | |
| **4.2 Competitor Programs**   * 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. | | | | There are many foundation programs of study in Visual Arts. The Fleming College VCA differs from these in its focus on student self-reflexivity as opposed to a focus on basic skills in assembling a portfolio of visual works. | |
| **4.3 Learning Pathways**   * 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. | | | | VCA has robust pathways leading to all of Canada’s leading arts based post-secondary institutions; OCADU, Emily Carr University, ACAD, NSCADU. As well, there are pathways into provincial and international universities; Nipissing University and Wayne State University (Detroit).  Ongoing pathways are in development (Sheridan College, Queens University, University of Windsor).  VCA also has pathways into the college as active participants in the dual credit and SHSM programs. Additional reach ahead programming is also offered to post-secondary schools. | |
| **4.4 New Program or Redesign Ideas**   * Are there opportunities for new program initiatives based on Program, School, or community strengths and alliances? | | | | Continued expansion of our certificate programs to provide increased medium options for our students. The college will be launching a makerspace in conjunction with the local secondary school, which will increase partnership opportunities. | |
| **5.0 External Relations** | | | | **Summary of Key Findings** | |
| **5.1 Community Partnerships**   * 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? | | | | The VCA program students are actively involved with the community, as it provides the principal source of housing and services in the relatively small Haliburton Village culture. The local art gallery, Rail’s End Gallery has provided both employment and opportunity for volunteer activities for the students. | |
| **5.2 Program Advisory Committee**   * 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.) | | | | The VCA Program Advisory Committee has always included 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.  At the spring 2015 PAC, It was agreed that the program was in excellent shape, and sturdy in both mandate and delivery with the exception of the faculty’s identification of the need to better align the Visual Documentation course. | |
| **5.3 Alumni Relations**   * Describe the type and range of alumnae involvement in the program. * Current and future strategies to engage alumnae in the program. | | | | VCAD graduates play an active role in supporting current students in supplying mentorship and demonstrations in VCAD classes and activities. These graduates are also active in Haliburton Campus studio certificate programs. | |
| **6.0 Program Resources** | | | | **Summary of Key Findings** | |
| **6.1 Program Revenue and Expenses**   * Please review Integrated Planning and Performance (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. | | | | **CTO for VCA is strong. 42-53% over the last 3 years. This program does not require a lot of equipment, however, space at the campus can be a challenge given the growth in programs** | |
| **6.2 Faculty and Staff Resources**  Please comment on:   * 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. | | | | There is one full time faculty connected to the program. The program coordinator and remaining staff are part-time faculty. This can be a challenge at times given the sporadic nature of part-time faculty. However, we do try to limit the number of PT faculty to provide continuity. With smaller numbers of students, especially when we have only one section (intake of <20) there are too many hours assigned to the full time faculty, which is not ideal for an art program. An additional challenge is that the majority of the faculty who teach in the program come from outside of Haliburton. This can make scheduling difficult.  The program actively recruits faculty who have BFA or MFA credentials. Some longstanding faculty with OCA diplomas have been grandfathered. All faculty, including full time, and the program dean are practicing, professional artists. | |

**Program Improvement Plan (Ongoing)**

**Based on the analysis of your key findings, identify areas that require attention and action in the next 1-5 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.**

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| **Recommended Improvements:** | **Timeframe** | **Person(s) Responsible** | **Progress to Date** |
| Maintain delivery of fall semester courses as per design September 2015. | 2016 Academic Year | Rose Pearson, Coordinator | P |
| Revise delivery of Concept Development curriculum to week 1 January 2017 and have Des II follow colour games after opening excercises. . | 2016 Academic Year. |  | P |
| Continue to develop pathways with Sheridan College, Queens University, and University of Windsor. | 2016 Academic Year | Dean: Sandra Dupret | P |
| Add sustainable outcome to Concept Development course | Completed May 2016 | Rose Pearson | C |
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