

Program and Curriculum Review: Ceramics Certificate CER

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

<https://department.flemingcollege.ca/pcr>

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Program Review Facilitator:	Darlene Bolahood	Date Completed:	May 16, 2017
Program Name:	Ceramics	Program Code:	CER
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? 		<p>Faculty met to connect and provide information related to the current industry and how it has impacted the program.</p> <p>The last review initiated some drastic curriculum changes to this program. The direction went from production potter focused to an exploration of ceramics through both traditional throwing and sculpting. This changes was in reflection of lower and inconsistent enrollment. The new delivery was more in line with new ceramics trends and the campuses strategic plan.</p> <p>Since the curriculum update, Sheridan College redesigned their full-time diploma level arts programs to degree levels. This change has impacted the HSAD programming with enrollment increases.</p> <p>Both the above changes have contributed to a significant enrollment increase in recent years. Although the new curriculum had a positive impact, there are still a number of considerations tabled for this years review. Ideas for consideration during this year’s review to revisit the content around mould making, and embed more subject and meaning and sculptural appreciation within the existing courses. Processes IV needs to broken into two separate courses (1 week on functional and 1 week non-functional/sculptural). jb</p>	
1.2 Labour Market and Employment Trends		KPI 2017 statistics showed a 100% student satisfaction rate in the areas of course content, current (up-to-date) content, equipment and overall	

<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 	<p>course instruction. However, there were some low responses in area of preparation for the job market. Given this is an entrepreneurial based program, students don't necessarily see themselves as integral part of the job market. Each student's personal path would be to work out of their own studio or continue their education.</p> <p>Some students may require more emphasis than others on encouraging individual pathways following graduation (i.e. studio apprentice, entrepreneur, further education). Articulation options with other institutions are available for those taking Photo Arts as an area of specialization for a diploma. jb</p>
<p>2.0 Key Performance Indicators Review and analyze the formal Key Performance Indicator (KPI) results for your program.</p>	<p>Summary of Key Findings</p>
<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>TO INPUT KPI DATA WHEN ON A WORK COMPUTER (SD2017)</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 for this one year accelerated certificate is excellent. 100% retention. (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>Overall graduate satisfaction over the past three years has been between 100-82%. (SD)</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 	

<p>for Fleming for the last 10 years, to assist you with your analysis.</p> <ul style="list-style-type: none"> • 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>3.0 Program Curriculum</p>	<p>Summary of Key Findings</p>
<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 the purpose of clarity and simplicity.</p> <p>No sector standards for this program.</p>
<p>3.2 Program of Study, Course Outlines, Delivery and Program Map</p> <p>Review the feedback and suggestions received from Course-level survey completed by faculty at the end of each semester.</p> <p>Review the balance and frequency of assessment types across the curriculum and their appropriateness to learning outcomes for the course and program level outcomes.</p> <p>Collect a cross section of samples of student work as evidence of achievement of learning outcomes.</p> <p>Reflect and comment upon the variety of methods used to demonstrate program outcomes.</p> <p>Reflect and comment upon the degree of technology-enhanced delivery of the program outcomes.</p> <p>Discuss the degree and depth to which the program is providing work integrated learning experiences.</p> <p>Record the course in the curriculum that covers the college-wide sustainability learning outcome</p> <p>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.</p>	<p>Stake holder feedback and suggestions have been incorporated into Course descriptions and learning outcomes.</p> <ol style="list-style-type: none"> 1. Course level surveys are completed during one on one meetings between the faculty and the coordinator. Curriculum, learning supports, materials, safety and course execution are discussed and considered for potential revision. New data collection tools have been created that are consistent with the surveys to ensure each factor in the survey process is considered. 2. Hands-on projects are assigned to students and are to be completed by the end of each week. The weekly program delivery and assessment is progressive and challenges students as they work their way through the program. Projects, group and individual critiques, research and short quizzes are vehicles to ensure learning outcomes are being measured in the assessment process. Assigned projects include safe studio practices, managing kiln firings, recycling clay, clay characteristics – types and uses, throwing and sculpting techniques, glaze recipes, preparation and uses, working with moulds, creating duplicate objects, etc. 3. In 2017, one on one faculty/coordinator meetings will include an opportunity for reflection of successful projects and the development of a library of exemplars for this program. 4. This studio based delivery method provides students with the ideal opportunity to practice safe studio practices as well as meet program outcomes. Students are encouraged to work during their evening independent studio time so they can explore, expand and trouble shoot challenges faced during course delivery. The opportunity to personally connect with the medium builds

<p>Make recommendations to address any gaps identified or improvements required.</p> <p>Review the program's current admission requirements and their suitability in relation to program rigour and student preparedness.</p> <p>Include an updated program curriculum map on your program and curriculum review web page.</p>	<p>confidence in the studio during class time and increases potential for program outcomes success.jb</p> <p>5. This program is a hands-on opportunity to work with the materials and ensure safe use of traditional and non-traditional processes. Raku Kiln firing is an outdoor firing opportunity outside of the the usual electric kiln options. This exercise must be done earlier in the year as the colder temperatures would be a factor on the success of a firing.</p> <p>6. This area does not apply to this intensive one year certificate program. jb</p> <p>7. Sustainability is an integral part of the ceramics environment. Unsuccessful projects and extra clay that is left over from project work is recycled. There are a number of examples exercised in the program and students are encourage to practice a number of recycle methods. Processes I (ARTS1646), Processes II (ARTS1647) include manual recycle examples. Art History (ARTS971) is the course where the electronic recycle method is introduced - use of the pugmil. Students are expected to continue to recycle in the studio utilized methods learned in the first half.</p> <p>8. Program Map review: to be completed by Lisa Binnie, (supported by April Gates, CER Faculty) Expected completion June 2017. Alignment with VLO's, EES, and in adherence with the General Education Policy.</p> <p>9. Clay throwing wheel equipment quality has reduced in recent years due to increased enrollment. We recently obtained permission to purchase five new wheels out of our capital funds. We are looking forward to having a consistent brand of wheel to eventually decrease the challenges faced with troubleshooting equipment malfunctions. Consistent wheel brand will allow the campus to keep older wheels on site for easy part access.</p> <p>Gaps in content have been identified as both meaning and sculptural appreciation. Curriculum has been revisited during the review process to accommodate these gaps. jb</p> <p>10. Current admission requirements are suitable.</p> <p>11. Updated curriculum map to be posted on program web page. (Note that new mapping is aligned to new/revised curriculum.</p>
<p>4.0 Strategic Positioning and New Opportunities</p>	<p>Summary of Key Findings</p>
<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>
<p>4.3 Learning Pathways</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>In the fall of 2016, we signed an articulation agreement with Sheridan College that will allow our graduates who complete the Visual and Creative Arts diploma program with a specialization in ceramics to enter the third year of Sheridan's Applied Bachelor of Craft and Design degree.</p> <p>We also have articulation agreements with Nova Scotia College of Art and Design University, Emily Carr University and the Alberta College of Art and Design whereas students can enter into the third year of a BFA program. Our ceramics certificate program is 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 are opportunities to explore a full ceramics diploma or a graduate certificate but a full analysis of space and applicant interest would need to be conducted.</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</p>

	<p>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>
6.0 Program Resources	Summary of Key Findings

<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>Program costing for the ceramics program is above a 25% CTO with 14+ students. For the past two intakes, the CTO has been robust. Program resources are appropriate and adequate for the level of study. Given the increased intake and subsequent wear and tear on the equipment, this year the college has invested in replacing five wheels in the studio. All equipment is maintained or replaced as required throughout the year. (SD)</p>
<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>This program is staff with part-time faculty who specialize in particular techniques or areas. There are approx. 8 faculty from across Canada who teach in the program. Our modular delivery of one week courses makes this faculty variety possible. Our faculty are experts in the field who have exhibited nationally and have a variety of credentials including: Masters, Bachelors, credentialed Certificates, and a ceramic Apprenticeship (Germany). All faculty are practicing, professional artists who have exhibited regionally, nationally and internationally. Hiring can be an ongoing challenge and faculty transition to other full-time opportunities, relocate, pursue further education, or are unable to travel so far from their home to teach in Haliburton. Our priority continues to be succession planning. (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
Mouldmaking/uses and Casting processes need to be addressed in such a way as to afford students a direct experience with some processes through demos and limited hands on sampling in order to minimize inclass time required for more core processes and minimize health and studio safety issues.		Curriculum document revision by stakeholders.	C
Meaning and content need to be brought forward into earlier program focus through project challenges and inclass discussion.		Curriculum document revision by stakeholders.	C
A stronger experience with CER as a fine arts practice, use more modelling techniques to further experience and meaning as an artists material is needed in the program..		Curriculum document revision by stakeholders.	C
The sustainable outcome has been added to to the following courses: Process I, Process II, Art History.		Jennifer Bain: Coordinator	C
Continue a dialogue of one on one faculty/coordinator meetings. [includes address to updating learning objectives]		Jennifer Bain: Coordinator	P

Add a collection of exemplars for collection with faculty		Jennifer Bain: Coordinator	P