



2016-17 Academic Department Annual Report

Academic Department:
Document Prepared By:

Visual Arts
Nick Antonakis

Annual Report Submission Instructions:

This Annual Report of your Academic Department is intended to serve as a summary of departmental activities over the past year and as an outline of plans for the upcoming year.

Please note that responses are limited to the space provided below for each prompt and do not need to be written in narrative form (you are welcome to use bullet points/lists, as appropriate).

Please submit your Academic Department 2016-17 Annual Report to your Dean via email by May 31st.

For your reference, prior year reports (2011-2015) can be found on the Instructional Support website, <http://www.grcc.edu/instructionalsupport/departmentyearendreports>. If you have any questions about the 2015-16 reports entered into WEAVEonline, please contact Sheila Jones, Dean of Instructional Support, sheilajones@grcc.edu or x4289.

Part I: Report on 2016-17 Progress

Part I is intended to provide a “big picture” overview of your department’s activities during this past academic year. When completing the sections below, please consider the main points/highlights of each category.

Current Year Goals & Outcomes

This section asks you to provide details about the status of your department’s goals and outcomes for this past year. Please limit your response to the space provided in the text boxes below.

The Visual Arts Goals and Outcomes focused on completion of Program Review Actions. These Action projects were primarily curricular:

GOAL 1: To Discontinue the AAAS Interior Decorating and Design degree.

This is started but not finalized. It was realized that this degree program was revised in 2015-16 with the deletion of several outmoded courses and the addition of several Art courses that took their place and strengthened program and learning outcomes. NASAD accreditation has approved these changes. A discontinuation of this program within a year of its inception would be too shocking to its students. Advising of these students has shown that their transition into this revised program has needed a lot of person to person guidance.

Therefore, our decision to wait for discontinuation has been good. It has given these students the time to get used to this version of the program and for several of them to matriculate with appropriate course substitutions.

It is now our plan that a new degree, AFA in Interior Design, will be created in Fall 2017 and will be offered for Fall 2018. Concurrently the discontinuation of the AAAS in Interior Decorating and Design will go through Curriculog in Fall 2017.

GOAL 2: To Launch an AA or AFA degree in Interior Design.

As mentioned above, even though the first steps of this Launch happened in Fall 2016, it was decided to wait on execution and approval of this event and schedule it for Fall 2017.

GOAL 3: To revise through Curriculog all AT courses that had been offered at 2 credits to 3 credit courses.

This project was completed and approved during 2016-17. Two reasons were identified for this action:

- a. to make all AT courses equivalent to their counterparts at transfer schools where they are typically valued at 3 credits and aid in their transferability.
- b. to lessen the number of art courses needed for graduation through our AA and AFA degree programs and aid in our students' completion of AA and AFA degrees.

GOAL 4: Coordination of Standards in Adjunct Taught sections.

This is an ongoing goal. During 2016-17 we convened a meeting of Drawing faculty to make sure that our grading is similar from class section to class section. We found that faculty who thought their grading system might be harder were grading drawings at the same level as other faculty. This was very encouraging to both full-time and adjunct faculty.

Faculty in Interior Design were guided through assessment projects for the first time since this program moved to the visual arts department. This is a great way to help these faculty think about the quality of the learning outcomes in the classes they teach.

Faculty in Photography continuously coordinate with Filippo Tagliati in assignments, assessments, and the exhibition of student artworks.

Faculty in Art History continuously coordinate with Kimberly Overdevest in assignments and assessments.

GOAL 5: To Revise our Departmental Advising of Students.

This goal was accomplished during 2016-17 and will continue to be refined.

We decided that our students would benefit through individualized advising appointments with our full-time faculty. We identified the art, photography, and Interior design majors in our classes and each of our full-time faculty advised approximately 15 to 20 students in Fall 2016. Nick Antonakis advised Art majors and all Interior Design majors, while Filippo Tagliati advised all Photography majors.

In Winter 2017 we realized that our faculty could not advise the same individuals even though we tried. To continue our project we decide to advise the majors taking our classes and to also advise those who connected with us again after their advising in Fall 2016. This worked better and once again each faculty person advised 15-20 students.

It is our goal to refine our advising in a way that manages to provide guidance to 100% of the Art, Photography, and Interior Design majors each and every semester. We believe that this type of uninterrupted guidance will increase retention and completion.



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Departmental Professional Development

In this section, please provide details about your department's emphasis for professional development during this year. Please limit your response to the space provided in the text box below.

Text box follows on next page:

1. Departmental Long Range Planning

This goal was not met completely since Program Review action plans were prioritized as our professional development. However, it is obvious that Program Review did accomplish some of this goal. Through the process of Review we were able to look into the future and make plans for increasing enrollments, retention, and completion. Advising of students, Open Houses, Art Camp Day, Portfolio Reviews by transfer institutions have all become part of our coordinated effort to retain students and to help them matriculate our degrees.

Furthermore, we moved forward with the introduction of digital processes in Three-Dimensional Design, and we intend to write a new course in Digital Painting during Fall 2017. This direction will help us provide our students with continuously updated curricula. Finalize the 2015-16 Program Review

To accommodate student needs in the digital areas we have planned for new space allocation. We realize that the current digital lab spaces are not sufficient for the classes we will be running in the near future.

We have also integrated the Interior design program within the visual arts department's advising and curricular directions. We have helped students assimilate and complete their program during this period of transition and change.

2. Curriculum Revisions of courses and programs

First, all AT courses that were offered at 2 credits were revised into 3 credit courses.

Second, the Pre-Art AA, Fine Arts AFA, Pre-Photography, and Photography AFA were revised.

This is a list of the courses we revised from 2 to 3 credit courses and had approved in 2016-17:

AT 160 Painting for the non-Art Major

AT 200 Watercolor

AT 214 Painting 1

AT 215 Painting 2

AT 218 Mixed Media

AT 219 Landscape Painting and Drawing

AT 222 Introduction to Pottery

AT 223 Pottery Throwing

AT 230 Life Drawing 1

AT 231 Life Drawing 2

AT 240 Jewelry

AT 245 Introduction to Sculpture

- **In addition, all Photography courses went through a regular round of review and revision.**

3. Curriculum Planning for AA or AFA in Interior Design

This goal was accomplished through two meetings with the Interior Design Advisory Team of industry experts. With the help of this team we have decided that the best path will be to create a new AFA degree in Interior Design and discontinue the AAAS in Interior Decorating and Design. This is planned for Fall 2017 with the target of offering the new AFA in Fall 2018.

4. Curriculum planning for Digital offerings in Art

Our discussions have resulted in the implementation of digital outcomes within the AT 150 Three-Dimensional Design course. This took place in Fall and Winter semesters of 2016-17.

In Fall 2017 a Digital Painting course will be written to replace the outmoded and less popular AT 218 Mixed Media course. AT 218 will be discontinued through curriculog in Fall 2017. The new digital painting course will be offered in 2018-19.

5. Improvement of Departmental Advising of Students

This was accomplished starting in Fall 2016. Full-time faculty advised all art or photo majors in the classes they were teaching in Fall semester. In Winter 2017 it was hoped that these faculty would advise the same students and in addition the new majors who had not identified a faculty advisor. This did not work well because our faculty found that they could not connect with students who were no longer in their classes. These students were not returning emails nor phone calls. Thus we modified our plan and decided to advise students who currently took our classes. This worked a lot better and we will continue to follow this plan from now on.



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6. Transfer guides coordination and update with GVSU

Transfer guides will be updated by GVSU in the near future. Now that our courses have been updated and so have our degrees, GVSU will be able to evaluate these and decide their transferability by end of summer. We believe that our 3 credit courses will find exact equivalency at GVSU. Preliminary conversations with the Department of Art at GVSU indicate that this is reasonable.

Departmental Advising Plan & Outcomes

In this section, please describe your department's advising plan and outcomes for this year. Please limit your response to the space provided in the text boxes below.

As mentioned above, we worked to Improve the Departmental Advising of Students. During Fall 2016 full-time faculty advised all art or photo majors in the classes they were teaching in Fall semester. The concept was intended to identify the majors in our classes and at the same time to provide them with faculty mentors/advisors who would provide mentoring to these students each semester following Fall 2016. This worked well in Fall 2016.

In Winter 2017 it was hoped that these faculty would advise the same students and in addition the new majors in their classes who had not identified a faculty advisor before. This did not work well because our faculty found that they could not connect with students who were no longer in their classes. These students were not returning emails nor phone calls. Thus we modified our plan and decided to advise students who currently took our classes. This worked a lot better and we will continue to follow this plan from now on.

Our success has been that we identify all our majors each semester and we provide advising to all of them. Our hope is that this will increase retention and completion.



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Program Accreditation Updates

In this section, please provide details regarding any program accreditation or re-accreditation that occurred this past year, if applicable. Please limit your response to the space provided in the text boxes below.

Our accreditation with NASAD (National Association of Schools of Art and Design) continues. Our last site visit took place in 2013-14. NASAD decided we should receive a 10 year accreditation cycle with the next site visit due in 2023. In the mean time we have had to write annual reports detailing our progress with accreditation issues regarding Computer Applications degrees (now CIS) and Interior Decorating and Design. The discontinuation of Graphic design as a CIS degree resolved the first issue. Our amendments to the AAAS Interior Decorating and Design degree have most likely resolved the second issue. As of this writing we await NASAD's response to the Report we sent to the accreditation commission in February 2017.



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Perkins & Key Performance Indicators

In this section, please discuss Perkins and Key Performance Indicators for programs (total student enrollment, demographic profile, new students, student progress rate (transferred, graduated, enrolled), number of graduates, graduate employment rate, time to completion), if applicable. Please limit your response to the space provided in the text boxes below.

We do not receive Perkins funding for any of our programs.



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Learning Outcomes Assessment Data & Findings on Past Year's Projects

In this section, please summarize your department's assessment work for this year, outlining the Program Learning Outcomes (PLOs) or Institutional Learning Outcomes (ILOs) assessed, the assessment measure, the findings, and the improvements planned based on the findings. Please limit your response to the space provided in the text boxes below.

Text box follows on next page:

Our Learning Outcomes assessments have been ongoing for many years. We have several sources of data that we collect and have established base lines that are good indicators of how well we are accomplishing our goals. Following are our Program Learning Outcomes (PLOs) and what we are accomplishing:

PLO/ILO 1: Demonstrate skill in the creation of artworks while exploring technical and conceptual approaches.

Data Sources:

a. Portfolio assessments by transfer schools:

For many years we have been inviting reps from transfer schools to conduct portfolio reviews of our students' works. These reviews have been invaluable because they continuously showcase our students' abilities to these transfer institutions and they also serve as an assessment of how well we are preparing our students for transfer. Invariably we have learned that our students are very well prepared. This academic year (2016-17) we did not have any portfolio reviews by transfer schools. The reason for this is because over the last few years the number of students who went through the reviews dropped. The transfer schools communicated with us that they would prefer to see more students for reviews and together we decided that it would be good to skip a year in order to generate a new pool of interested students. We will hold a Michigan Portfolio Day again in 2017-18.

b. Pre and Post Assessments:

Every semester we have been conducting pre and post assessments of student work in our classes. Through these we have established data that provide a baseline for our performance. We have so much of the data, that this year we decided we will conduct these assessments every Fall semester for several years. If we find a concern over any data then we can always conduct them each Fall and Winter semester again. The data from these assessments have settled into a consistency over the last few years. In the beginning we had noticed for example that students needed more help with perspective, and conceptual development. We addressed these issues with more lessons/exercises and with concept building projects. This improved the data to an acceptable level for the first two years of an artistic education. We do recognize that four-year institutions have an advantage when building the conceptual abilities of a student because they have four years to develop this and over more advanced subjects. 2016-17 is showing very similar results to previous years and we have not identified issues that need attention.

However, two faculty have introduced a creative thinking assessment in their classes and we might find this a good assessment to conduct in other classes too.

c. Alumni Satisfaction Survey Fall 2015:

This survey was conducted in Fall 2015. The survey included graduates from 1990-2015. The results were good and mentioned in last year's Year End Report. I mention it here not because we conducted the survey again in 2016-17 but because it would be interesting to conduct such survey in a couple years, mailed only to graduates from 2010-2020 to see how this group would rate their GRCC experience and how it has helped them since graduation.

PLO/ILO 2: Develop an attitude of curiosity and habits of inquiry that foster lifelong learning.

Data Sources:

a. Alumni Satisfaction Survey – Fall 2015

This survey was conducted in Fall 2015. The survey included graduates from 1990-2015. The results were good and mentioned in last year's Year End Report. This is the primary source for understanding that our students are involved on a long-term lifelong learning path.

PLO/ILO 3: Identify and apply appropriate solutions to aesthetic and design problems through the understanding of design principles, concepts, and media.

Data Sources:

a. Portfolio assessments by transfer schools:

For many years we have been inviting reps from transfer schools to conduct portfolio reviews of our students' works. These reviews have been invaluable because they continuously showcase our students' abilities to these transfer institutions and they also serve as an assessment of how well we are preparing our students for transfer. Invariably we have learned that our students are very well prepared. This academic year (2016-17) we did not have any portfolio reviews by transfer schools. The reason for this is because over the last few years the number of students who went through the reviews dropped. The transfer schools communicated with us that they would prefer to see more students for reviews and together we decided that it would be good to skip a year in order to generate a new pool of interested students. We will hold a Michigan Portfolio Day again in 2017-18.

b. Pre and Post Assessments:

Every semester we have been conducting pre and post assessments of student work in our classes. Through these we have established data that provide a baseline for our performance. We have so much of the data, that this year we decided we will conduct these assessments every Fall semester for several years. If we find a concern over any data then we can always conduct them each Fall and Winter semester again.

The data from these assessments have shown that students continue to do well in Identifying and applying appropriate solutions to aesthetic and design problems.

PLO/ILO 4: Objectively critique verbally and in writing, one's own artwork as well as those of others.

Data Sources:

a. Pre and Post Assessments:

Every semester we have been conducting pre and post assessments of student work in our classes. Through these we have established data that provide a baseline for our performance. We have so much of the data, that this year we decided we will conduct these assessments every Fall semester for several years. If we find a concern over any data then we can always conduct them each Fall and Winter semester again.

The data from these assessments have shown that students continue to do well in critiques of artworks. Their skill increases with each class they complete.

PLO/ILO 5: Produce artworks that demonstrate a professional level of presentation.

Data Sources:

a. Portfolio Assessments by Transfer Schools

As mentioned above portfolio reviews by Transfer Schools were not conducted in 2016-17. However, the reviews from the previous decade of these reviews show a consistent demonstration of excellence in regards to student achievement in this category.

b. Pre and Post Assessments

Every semester we have been conducting pre and post assessments of student work in our classes. Through these we have established data that provide a baseline for our performance. We have so much of the data, that this year we decided we will conduct these assessments every Fall semester for several years. If we find a concern over any data then we can always conduct them each Fall and Winter semester again.

Our assessments show that students continue to complete artworks with a professional level of presentation.

c. Exhibitions of Student Work

These exhibitions in our hallway showcases, the yearly student exhibit, Display Magazine, and in 2016-17 The WMCAT Exhibit of GRCC Student Artworks are indicators of the excellent and professional outcomes our students achieve in our 2-year programs.

PLO/ILO 6: Cultivate an appreciation for aesthetics and diversity.

Data Sources:

a. Alumni Satisfaction Survey – Fall 2015

This is one of the best sources of information for how our alumni appreciate the arts. Their continuing interest in cultural events and their association with the arts community indicate that their schooling has infused them with life-long appreciation.

PLO/ILO 7: Enrollment and Demographics.

Data Sources:

a. Enrollment Data

Per our Program Review, the data show declining enrollment numbers, but consistent with the decline in all GRCC enrollments.

b. GRCC Key Performance Indicator Data

The KPIs show good retention and transfer. They also show low graduation numbers that we are addressing with increased student advising efforts.

PLO/ILO 8: KPIs: Retention and Graduation

Data Sources:

a. Retention Data

The retention data show that our programs are comparable to the average attained by SAS departments.

b. GRCC Key Performance Indicator Data

The KPIs show good retention and transfer. There is room for improvement in this category and we are addressing this with increased student advising efforts.

Part II: Plan for Upcoming Year

Part II is intended to provide a guide for your department's plans for the upcoming year with regards to the following: Operational Goals and/or Plans, Curriculum Goals and/or Plans, Learning Outcomes Assessment Plans, and Advising Plans. When answering the questions or completing the sections below, please consider the main points/highlights of each category.

A. Operational Goals and/or Plans

What are your departmental goals and plans for 2017-18?

1. Write and Curriculog a new course in Digital Painting. This course will take the place of the outmoded AT 218 Mixed Media course. Students need this course as they intend to transfer to illustration programs, digital media programs, and even in fine arts.
2. Discontinue AT 218 Mixed Media. This course is not enrolling well any more.
3. Write and Curriculog a new AFA degree in Interior Design. This degree will replace the current AAAS Interior Decorating and Design program. Our advisory team of industry and education experts believes that this is the best direction for the future of our program and will better prepare students for transfer and success in this field.
4. Discontinue the AAAS Interior Decorating and Design degree. This degree was transformed as a transitional step toward the creation of the new AFA degree. This worked well because it enabled us to transition current students toward requirements that will also be included in the AFA version of the program. Now it is time to discontinue the current degree and start the transition toward the AFA degree which is planned to be offered in Fall 2018.
5. Create a teach-out plan for the AAAS degree in Interior Decorating and Design.
6. Continue development of our student Advising Plan. Follow-up to find out if we are increasing retention and graduation rates.
7. Space Planning – we need to make plans for how we can utilize and re-assign our lab spaces to offer better digital pedagogy. We have submitted a plan and we need to follow-up and review this plan so it can become a part of GRCC's space planning. Specifically, we believe that 461 Main needs to become a digital lab. 407 and 409 Main need to be joined into a larger lab space. Also the south wet darkroom needs to be eliminated, to give approximately half its space to the north wet darkroom and the other half of its space to the Lighting Studio room (430 Main).



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What new information from external sources has influenced your planning for next year?

1. Students are asking for more digital offerings and especially a class that would serve them well in digital illustration and other digital arts disciplines. We have already introduced digital outcomes in the three dimensional areas but we need to do the same in the two dimensional studio. Therefore, a Digital Painting class is the most logical solution. This is the class that most students are asking for and it is the class they will need for their transfer as they prepare to take even higher levels of digital painting and digital illustration at the transfer schools. Furthermore, our 218 Mixed Media course used to serve students of the past but it no longer seems to appeal to students of today. It has been under-enrolled for some time and in Winter 2017 we replaced it with a Portrait Seminar. But we need to discontinue the AT 218 course and follow through on a plan to introduce our students to appropriate and current digital outcomes. Therefore the creation of Digital Painting will answer what is needed by students currently.
2. The creation of an AFA degree in Interior Design is influenced by information we have received from our Interior Design Advisory Team. These industry experts have confirmed what we have suspected for a while. The discipline of Interior Design requires a BFA degree and certification. The best route for our students is to complete an AFA in Interior Design and transfer to a four-year institution. Students who do not want to transfer can still find entry level positions in furniture stores and other business where some interior design or decorating skills are needed, but those who want to be interior designers will need the four-year degree and the proper certification. This external information is driving the changes we intend to complete in this program.
3. GRCC data and KPIs are the impetus for trying to enhance graduation rates and retention. This has always been a goal but it has become even more significant during a time of enrollment decrease for community colleges.

Are your goals targeting any Perkins or Key Performance indicators? If yes, please explain.

1. KPIs are showing that our retention/transfer rates are similar to those of other SAS departments. However, we feel that there is room for improvement and that this is goal we should have. Furthermore, KPIs are showing that our graduation rates are low. This is something we want to improve even though as we have mentioned in our recent Program Review most students come to GRCC not to complete our degrees but to take several courses and to transfer.

To achieve the goal of improving retention/transfer numbers and graduation rates we have instituted an improved student advising process. This we believe is the best way to deliver the message students need to hear and the guidance they need to be successful in accomplishing their goals.

What resources do you need to accomplish your departmental goals for the upcoming year?

1. Curriculog resources and course approval/curriculum approval are needed for the writing of new courses and curriculum (new Digital Painting course, new AFA degree in Interior Design, and some new courses in Interior Design).
2. Resources for the creation of a teach-out plan for the AAAS degree in Interior Decorating and Design.
3. Visual Arts Full-Time faculty engagement in the continuation and development of our student Advising Plan.
4. Space Planning – we need administrative support, planning resources, and budget to execute an appropriate plan.

Do you need support from other departments to accomplish these goals? If yes, please explain.

NONE



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Do you need professional development in order to accomplish these goals? If yes, please explain.

NONE

For each of your departmental goals/plans/projects, please list the name of the lead faculty member(s) involved.

1. Write and Curriculog a new course in Digital Painting.
Lead faculty: Nick Antonakis
2. Discontinue AT 218 Mixed Media.
Lead faculty: Nick Antonakis
3. Write and Curriculog a new AFA degree in Interior Design.
Lead faculty: Nick Antonakis
4. Discontinue the AAAS Interior Decorating and Design degree.
Lead faculty: Nick Antonakis
5. Create a teach-out plan for the AAAS degree in Interior Decorating and Design.
Lead faculty: Nick Antonakis
6. Continue development of our student Advising Plan.
Lead faculty: Nick Antonakis and all Full-Time faculty of Visual Arts Department.
7. Space Planning:
Lead faculty: Nick Antonakis and Filippo Tagliati

For each of your departmental goals/plans/projects, please provide a brief timeline for completion.

1. Write and Curriculog a new course in Digital Painting.
Lead faculty: Nick Antonakis
Timeline: Fall 2017 for writing and Winter 2018 for approval/completion
2. Discontinue AT 218 Mixed Media.
Lead faculty: Nick Antonakis
Timeline: Fall 2017 for launch and completion.
3. Write and Curriculog a new AFA degree in Interior Design.
Lead faculty: Nick Antonakis
Timeline: Fall 2017 for writing and Winter 2018 for approval/completion
4. Discontinue the AAAS Interior Decorating and Design degree.
Lead faculty: Nick Antonakis
Timeline: Fall 2017 for launch and completion
5. Create a teach-out plan for the AAAS degree in Interior Decorating and Design.
Lead faculty: Nick Antonakis
Timeline: Summer 2017 - Fall 2017 for completion of the plan
6. Continue development of our student Advising Plan.
Lead faculty: Nick Antonakis and all Full-Time faculty of Visual Arts Department.
Timeline: Yearly and continuous project
7. Space Planning: Nick Antonakis and Filippo Tagliati
Lead faculty: Nick Antonakis and Filippo Tagliati
Timeline: Summer 2017 - Fall 2017 for completion of the plan

B. Curriculum Goals and/or Plans

What are your departmental curriculum development goals and plans for 2017-18?

1. This is repetition from above since many of our projects for next year are curricular:

2. Write and Curriculog a new course in Digital Painting.
Lead faculty: Nick Antonakis
Timeline: Fall 2017 for writing and Winter 2018 for approval/completion
3. Discontinue AT 218 Mixed Media.
Lead faculty: Nick Antonakis
Timeline: Fall 2017 for launch and completion.
4. Write and Curriculog a new AFA degree in Interior Design.
Lead faculty: Nick Antonakis
Timeline: Fall 2017 for writing and Winter 2018 for approval/completion
5. Discontinue the AAAS Interior Decorating and Design degree.
Lead faculty: Nick Antonakis
Timeline: Fall 2017 for launch and completion
6. Create a teach-out plan for the AAAS degree in Interior Decorating and Design.
Lead faculty: Nick Antonakis
Timeline: Summer 2017 - Fall 2017 for completion of the plan

Review of Department's Curriculum Transferability

Please note: this section should be completed by all SAS Departments, Business, and CIS.

Using transferability data provided by Instructional Support, please summarize your perceptions of how courses in your department transfer to our four-year university partners and how this understanding will impact your curriculum goals for the upcoming year.

Review of Curriculum Transferability data shows that our courses transfer well to our four-year university partners. It is unfortunate that for our visual arts department we do not include transfer data for Kendall College of Art and Design where half of our students choose to transfer and complete their degrees.

Our courses transfer as either Direct Credit or as General Credit to all of these university partner schools. The only exceptions are the following:

AT 245 Sculpture – Unknown at CMU

PO 245 Studio Portrait – Unknown at CMU

PO 260 Photography and Moving Pictures – Unknown at CMU

PO 270 Alternative Photographic Processes – Unknown at CMU

All IF (Interior design courses) – No Credit at GVSU – they do not have an Interior Design program.

What new information from external sources has influenced your curriculum development planning for next year?

This has been addressed above, but to summarize:

1. Creation of new Digital Painting course: Needed by students transferring to digital programs including illustration, animation, digital arts.
2. Creation of new AFA in Interior Design: students need to transfer to four-year institutions to receive a BFA in Interior Design.
3. A couple new courses for AFA in Interior design: These are recommended by the Interior Design Advisory Team

Are your curriculum development goals targeting any Perkins or Key Performance Indicators? If yes, please explain.

1. Creation of a Digital Painting course: We believe that retention rates and possibly graduation rates could be enhanced with this offering. Since we know that students are interested in digital art courses it is important to offer these experiences on our campus as much as is possible within a two-year school framework. Students are likely to take the prerequisite courses they will need to be able to take a digital painting course and this is expected to enhance retention.
2. The creation of the AFA in Interior Design will be an improvement on the current degree we offer, it will enhance transferability, and will offer more current skills to our students. As a consequence we hope to see better retention and graduation rates for the Interior Design students.

What resources do you need to accomplish these curriculum development goals?

1. Curriculog and curriculum approval resources.

Do you need support from other departments to accomplish these curriculum development goals? If yes, please explain.

NONE

For each of your departmental curriculum development goals/plans/projects, please list the name of the lead faculty member(s) involved.

1. Creation of new Digital Painting course
Lead faculty: Nick Antonakis
2. Creation of new AFA in Interior Design
Lead faculty: Nick Antonakis
3. A couple new courses for AFA in Interior design
Lead faculty: Nick Antonakis

For each of your departmental curriculum development goals/plans/projects, please provide a brief timeline for completion.

1. Creation of new Digital Painting course
Lead faculty: Nick Antonakis
Timeline: Fall 2017 for writing and Winter 2018 for approval/completion

2. Creation of new AFA in Interior Design
Lead faculty: Nick Antonakis
Timeline: Fall 2017 for writing and Winter 2018 for approval/completion

3. Creation of couple new courses for AFA in Interior design
Lead faculty: Nick Antonakis
Timeline: Fall 2017 for writing and Winter 2018 for approval/completion

C. Learning Outcomes Assessment Plan for 2017-18

In this section, please outline your department's plan for learning outcomes assessment work for the upcoming academic year, outlining the Program Learning Outcomes (PLOs) or Institutional Learning Outcomes (ILOs) that will be assessed as well as the assessment instruments/measure that will be used. Please limit your response to the space provided in the text boxes below.

We intend to continue our assessments on the following:

PLO/ILO 1: Demonstrate skill in the creation of artworks while exploring technical and conceptual approaches.

Rubrics: we will continue using the established departmental rubric and transfer school portfolio reviews.

PLO/ILO 3: Identify and apply appropriate solutions to aesthetic and design problems through the understanding of design principles, concepts, and media.

Rubrics: we will continue using the established departmental rubric and transfer school reviews.

PLO/ILO 4: Objectively critique verbally and in writing, one's own artwork as well as those of others.

Rubrics: we will continue using the established departmental rubric.

PLO/ILO 5: Produce artworks that demonstrate a professional level of presentation.

Rubrics: we will continue using the established departmental rubric and transfer school portfolio reviews.

PLO/ILO 7: Enrollment and Demographics.

Data Sources: GRCC Enrollment Data and GRCC Key Performance Indicator Data

PLO/ILO 8: KPIs: Retention and Graduation

Data Sources: GRCC Retention Data and GRCC Key Performance Indicator Data

PLO/ILO 9: Creative Thinking

Rubrics: standardized departmental rubrics.

This assessment is conducted in courses that strive for creative/conceptual outcomes.

D. Departmental Advising Plan for 2017-18

In this section, please outline your department's advising plan for the upcoming academic year. Please limit your response to the space provided in the text box below.

Our Advising Plan for 2017-18 will be a continuation of the plan we established in the last academic year.

To reiterate: All full-time faculty in Visual Arts will advise all of the art and photography students who take their classes. The Department Head will also advise all of the Interior Design students.

The goal will be to advise all of our majors and to help them successfully navigate our degree programs, to continue in these programs and to graduate. Successful transfer to four-year schools is also a goal.

Our hope is that this will increase retention and completion.

Part III: 2016-17 Faculty & Staff Accomplishments/Awards

Part III is intended to provide a space to share the accomplishments, awards, and/or accolades achieved by faculty and staff in your department during the course of this past year.

1. Filippo Tagliati exhibited a very large installation photograph through SiteLab during ArtPrize 2016.
2. Filippo Tagliati received an IIPD to research Rodin for an upcoming photographic installation at Meijer Gardens for ArtPrize 2017.
3. Filippo Tagliati juried the photographic works for Festival Grand Rapids 2016.
4. Katie Budden received an IIPD to study in France and support the student study trip to Paris sponsored by prof. Hillary Haney.
5. Robin Vanrooyen exhibited her painting in the Festival Grand Rapids juried exhibition.

6. Nick Antonakis exhibited his painting in the Festival Grand Rapids juried exhibition.
7. Nick Antonakis exhibited his painting in the Muskegon Museum of Art juried exhibition.
8. Nick Antonakis sold a painting through the Muskegon Museum of Art exhibition.
9. Nick Antonakis was invited to create and exhibit an artwork in the special exhibition: The Color of Beer.

Thank you for completing this report. Please submit to your Dean via email.