Academic Audit Visiting Team Report
Pellissippi Fine Arts Programs 2017-2018

Introduction

On 13 April 2018 an auditor team evaluated the Fine Arts Division of Pellissippi State Community College. The team consisted of Professor of English Brian Hale (chair) from Chattanooga State Community College, Associate Professor of Music Emily Gaskill from Columbia State Community College, and Associate Professor of Art Scott McRoberts from Nashville State Community College. The team were warmly greeted outside, and after a brief opening ceremony, they met in conference room 104 of the Lamar Alexander Building with art, music, and theatre faculty, both full-time and part-time, then with music and theatre students and former students, and finally via conference call with more former students and the department chair of the theatre department at Middle Tennessee State University, who expressed full satisfaction with theatre graduates from Pellissippi. After lunch, the auditors were taken on a tour of the facilities.

Overall, the Fine Arts Division of Pellissippi State has many reasons to be proud of its quality. The Visual Arts program is happy and well equipped. The Music program can boast not only Steinway pianos, but also an exceptionally impressive touring chorus as well as a much demanded bluegrass band. And the Theatre program is clearly building the talents and self-esteem of its most talented students so that they can enter four-year domestic and foreign theatre programs and have a real chance at becoming professional actors. All three Fine Arts programs are clearly significant enrichments to the Knoxville arts community.

The Visual Arts program is well established with more spacious facilities than those at comparable community colleges. They have plenty of studio rooms and an outdoor area they would like to roof (but not enclose) for their blacksmith program. The auditors noted that their display gallery could use a renovation. In contrast, the music and theatre programs seem cramped in upon one another. The theatre program is looking for more costume shop and set building space as well as a dedicated theatre classroom it does not have to share with music ensembles, and the musical facilities are compressed with soundproof practice booths to divide their minimal practice and private lesson space. Hopefully, a planned new building for the sciences will open up space for music and theatre to spread out into the rooms that appear originally designed into the building for them. Meanwhile, the students asked that the division do musical theatre, which could be a way to make the enforced closeness feel more natural.

Focal Area 1: Learning Outcomes

The Fine Arts Division has identified student learning outcomes for its core courses in each of the three disciplines: Visual Arts, Music and Theatre, as evidenced in the course syllabi. Learning outcomes have been devised (and revised) according to best practices, feedback from current and former students, and proactive contact with four-year institutions where students typically transfer after leaving Pellissippi State (including MTSU, University of Tennessee at Knoxville and University of Tennessee at Chattanooga). Three program Learning Outcomes that have been established by the Fine Arts Division include:

1) Identify major figures, works, and movements in musical, theatrical and visual arts and discuss their development and significance.
2) Demonstrate knowledge of key terms and concepts as applied to a specific artistic experience in musical, theatrical and/or visual media.
3) Analyze and evaluate examples of musical, theatrical and visual arts as reflections of society, culture and time period.

Only the second learning outcome is currently regularly assessed in the General Education classes (i.e. Music Appreciation, Art Appreciation and Introduction to Theatre). Although ongoing assessment is evident in program and course-level learning outcomes in these three disciplines, Pellissippi State has listed assessment of Program Learning Outcomes as an area that needs more attention and consideration.

Full time faculty engage in regular meetings (i.e. Music faculty meet weekly; Art and Theatre meet less regularly) for ongoing program assessment and revisions in each discipline. Through the self-study report and through discussions with students and alumni, it is evident that the Fine Arts faculty attempts to tailor their individual programs to align with individual students' needs and career goals. Non-traditional students' needs are being addressed with course redesign (for instance Survey of Art History I and II). Part-time faculty are also involved in students' ongoing assessment through participation in music and art juries and in the selection of appropriate classroom materials such as textbooks.

Focal Area 2: Curriculum and Co-curriculum
The department of music currently follows the AFA Tennessee Transfer Pathways (TTPs) program. There are additional courses offered that can better prepare students for transfers to four-year institutions including Music Theory IV, Ear Training IV, Conducting and Music Technology. Although these additions can better prepare students, many students do not finish the AFA in four semesters (as designed) but rather typically finish in five semesters. In the fall of 2018, the music department plans to hire a new faculty member with more of a band/orchestral background to further cater to the needs of students with more of an instrumental emphasis.

The Art and Theatre Departments currently offer several courses at Pellissippi, from foundational courses to more advances courses. Samples of art courses in include two semesters of drawing, two-dimensional design and three dimensional design. Other courses include a variety of courses from sculpture to metal working. Theatre offerings include acting classes as well as training in voice, movement and speech and well as the technical aspects of stage craft and design. The AFA in Studio Art and the AFA in Theatre (with a concentration in Performance or Design/Tech) will be implemented in the fall of 2018.

A strength of Pellissippi State's Fine Arts Division lies in the numerous co-curricular opportunities for students in all three disciplines. For instance, Pellissippi State students regularly participate in the TnCIS programs, where students can take relevant courses abroad in their chosen fields. The Theatre Department affords students opportunities to participate in on-campus theatrical productions as well as community theatre productions. The Music Department boasts an active performance series with performances by ensembles including choral ensembles, instrumental ensembles (i.e. Brass Ensemble and Bluegrass Ensemble). The Art Department offers many out of class opportunities, such as framing

workshops and art demonstrations. With these and other co-curricular activities, students at Pellissippi State gain valuable experience in displaying and honing their skills in their chosen fields of study.

Focal Area 3: Teaching and Learning

Informal collaboration occurs frequently within the Fine Arts department at Pellissippi State, as each member of the faculty offers a unique pedagogical approach. Students are exposed to traditional production processes as well as advanced studio technologies. Both full and part-time faculty show their commitment to student success by custom tailoring their instruction to non-traditional students and to online art classes by modifying content as necessary.   Everyone in this close-knit department makes the most of the resources provided. Students and faculty mentioned that an additional music ensemble classroom and a dedicated theatre classroom would significantly enhance the instructional experience.

The Fine Arts Faculty work diligently to maintain knowledge in their field. They model life-long-learning by regularly attending and presenting at conferences, meeting with faculty from other institutions (such as the University of Tennessee at Knoxville) and performing and creating art, music, and theatrical productions.   Annual self-evaluations and classroom observations ensure the faculty are committed to student success through best-practices.

Students noted an overall positive experience in the Fine Arts program and overwhelmingly demonstrated their appreciation for the instruction they have received. Students also feel they can candidly share feedback with professors; they believe that their comments were not only welcomed but also used to improve future courses. This student/professor rapport is invaluable and commendable. Where students noted a place for improvement involved the space allocation of the music and theatre programs. Students, part-time faculty, and full-time faculty all communicated the potential benefits of reallocating just a couple of classrooms. Students greatly valued the opportunity to perform and would like to see collaboration between theatre, music, and art for musical theatre performances.

Focal Area 4: Student Learning Assessment

Pellissippi State Fine Arts Department has identified Program Learning Outcomes as well as Student Learning Outcomes. Some work may remain in codifying course level outcomes, and some confusion may be present concerning the difference between these measures and the ones developed for the "Student Engagement" Quality Enhancement Program. Music, Theatre, and Studio Art have all implemented a variety of mechanisms to assess the level at which outcomes are achieved, and they strategize improvements based on analysis of the results. Faculty demonstrate a clear understanding of core competences expected of students in each focal area.

Within each program of the Fine Arts Department, faculty have identified student learning outcomes that support department and/or program level goals. Faculty within each discipline work together to establish adequate program level goals and acknowledge the need to refine the focus of student learning goals that directly support core competencies. Each program within the Fine Arts Department has identified outcomes that support the department goals and, for university parallel areas, TBR General Education outcomes, as appropriate. Each program provided Auditors with a wealth of documentation supporting their endeavor to assess students through multiple means at various points through the semester. Each year

faculty measure and report on student achievement of learning outcomes to the program's dean, who is at least beginning with new, not yet fully utilized software to report some limited results of student learning outcome assessment to the executive director of Institutional Effectiveness, Assessment, and Planning, who maintains all results electronically and reports them annually to the College as a whole.

Conclusions

Exceptional professionalism is evident in administration, faculty, and staff alike. Full-time faculty share office space amicably with part-time faculty as necessary. A theatre student with a speech impediment appears to have been well counseled into an area of strength where she is valued. And the arrangements for the auditor team visit, as well its emergent difficulties, were handled capably and amicably by the staff. The auditor team members wish to thank Pellissippi State for its warm hospitality, its zealous cooperation, and its candor.

Record of Commendations, Affirmations, and Recommendations

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Total Number of Commendations _3__

Commendation #1 – The fine arts division prepares its students well both for transferring to four-year college programs and for professional careers after graduation.

Commendation #2 – The fine arts division cultivates strong relationships with Tennessee's four-year institutions.

Commendation #3 – The fine arts division proactively works with individual students to encourage and inform their progress toward their personal academic and professional goals.

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Total Number of Affirmations _3__

Affirmation #1 – The fine arts division is actively engaging in the process of aligning their courses with the college's PSLOs.

Affirmation #2 – The fine arts division is building toward implementing A. F. A. programs in each of the departments (art, music, and theatre).

Affirmation #3 – The fine arts division is involving its students in service learning opportunities and community outreach.

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Total Number of Recommendations _3__

Recommendation #1 – The art, music, and theatre departments should find more opportunities to collaborate. The students asked for musical theatre.

Recommendation #2 – The theatre department should have a designated classroom for theatre courses.

Recommendation #3 – The fine arts division should continue its alignment of music, art, and theatre courses to the college's PSLOs with program specific CSLOs.

2015-20 Quality Assurance Funding
Academic Audit: Undergraduate Programs

Institution: Pellissippi State Community College		
Program Title: Fine Arts Program		
CIP Code: 3050090300		
Embedded Certificates: N/A		
Academic Audit Status:	___X___ First Academic Audit	_____ Follow-up Academic Audit

Name, Title and Institutional Affiliation of Audit Team Leaders

Name	**Brian Hale**	**Emily Gaskill**	**Scott McRoberts**
Title	**Prof. of English**	**Assoc. Prof. of Music**	**Assoc. Prof. of Art**
Institution	**Chattanooga State**	**Columbia State**	**Nashville State**
Signature			
Date			

Academic Audit Rubric

Undergraduate Programs

Directions: *Please rate the quality of the academic program by placing a checkmark in the appropriate box to indicate whether the criterion is not applicable (N/A), not evident, emerging, established, or highly developed.*

1. Learning Outcomes	N/A	Not Evident	Emerging	Established	Highly Developed
1.1 *The faculty has identified program learning outcomes that are current, measurable and based upon appropriate processes and evidence regarding the requirements of the discipline.*				X	
1.2 *The faculty has identified student learning outcomes in its core coursework that are clear, measurable and based on an appropriate process to identify what students need to master in each course.*				X	
1.3 *The faculty has an appropriate process for evaluating program and course-level learning outcomes on a regular basis considering best practices, stakeholder feedback and appropriate benchmarks in the field.*			X		
2. Curriculum and Co-Curriculum	N/A	Not Evident	Emerging	Established	Highly Developed
2.1 *The faculty collaborates regularly and effectively on the design of curriculum and planned improvements.*				X	
2.2 *The faculty regularly analyzes the content and sequencing of courses as applicable in terms of achieving program learning outcomes.*				X	
2.3 *The faculty regularly reviews the curriculum based on appropriate evidence including comparison with best practices where appropriate.*				X	
2.4 *The program regularly incorporates appropriate complementary co-curricular activities and programs to supplement and support student learning*					X
3. Teaching and Learning	N/A	Not Evident	Emerging	Established	Highly Developed
3.1 *The faculty regularly and effectively collaborates in designing, developing and delivering teaching methods that improve student learning throughout the program.*					X

		N/A	Not Evident	Emerging	Established	Highly Developed
3.2	*The faculty promotes the effective use of instructional materials and teaching tools, including technology as appropriate, for achieving student mastery of learning outcomes.*				X	
3.3	*The program regularly evaluates the effectiveness of teaching methods and the appropriateness of instructional materials.*				X	
3.4	*The faculty analyze evaluation results on a regular basis and modify teaching methods to improve student learning.*				X	
3.5	*The faculty engages in regular professional development that enhances its teaching, scholarship and practice.*					X
3.6	*The program monitors student persistence and success in its courses and program and uses that data to inform improvements in the program and to optimize student success.*				X	
4. Student Learning Assessment		***N/A***	***Not Evident***	***Emerging***	***Established***	***Highly Developed***
4.1	*The faculty uses indicators of student learning success that are aligned with program and student learning outcomes.*			X		
4.2	*The faculty assesses student learning at multiple points throughout the program using a variety of assessment methods appropriate to the outcomes being assessed.*					X
4.3	*The program regularly implements continuous quality improvements based upon the results of its student learning assessments.*				X	
5. Support		***N/A***	***Not Evident***	***Emerging***	***Established***	***Highly Developed***
5.1*	*The program regularly evaluates its library, equipment and facilities, encouraging necessary improvements within the context of overall college resources.*				X	
5.2*	*The program's operating budget is consistent with the needs of the program.*			X		

5.3*	The program has a history of enrollment and/or graduation rates sufficient to sustain high quality and cost-effectiveness.				X	
6.	**Academic Audit Process**	**N/A**	**Not Evident**	**Emerging**	**Established**	**Highly Developed**
6.1	The Academic Audit process was faculty driven .				X	
6.2	The Academic Audit process (Self Study and site visit) included descriptions of the program's quality processes.				X	
6.3	The Academic Audit process resulted in a thorough description of program strengths and program weaknesses as well as a prioritized list of initiatives for improvement.				X	
6.4	The Academic Audit process included involvement of and inputs from appropriate stakeholder groups.				X	

7.	**Follow-up of Previous Audit**	**N/A**	**Not Evident**	**Emerging**	**Established**	**Highly Developed**
7.1	There is documented evidence that the program has implemented the plans for its initiatives for improvement cited by the faculty in the previous self-study report including any changes to those initiatives for improvement.	X				
7.2	There is documented evidence that recommendations made by the Academic Auditor Team have been considered and, when feasible and appropriate, implemented and tracked.	X				

*Criteria not scored as part of Quality Assurance Funding.