



Northampton Community College

**Fine Arts  
Associate in Arts**

**PROGRAM AUDIT**

**2009 - 2013**

**Bruce Wall, Professor of Art**

**Tom Shillea, Director of Art Programs**

**Humanities and Social Sciences Division**

**February 2014**

## **Program Purpose**

The program provides students with a thorough introduction to the basic areas of study in the visual arts. After completing the program, students will have prepared a portfolio of their work for transfer to a four-year baccalaureate program (B.A. or B.F.A.) at a college, university or art school.

## **Curriculum**

Begun in 1993, this program was designed to give students a thorough introduction to the fine arts and prepare them for continued study at an art school, college or university. In the first year students receive instruction in foundation art courses: Drawing I, Drawing II, Principles of 2D Design & Color, Principles of 3D Design, Painting I, and Computer Graphics. A survey course in Art History is also included in the first year curriculum. Advanced studio art course continue in the second year of the program: Painting II, Drawing III, Ceramics, Sculpture, Black & White Photography, Printmaking – our most recent addition, as well as a course in Media Art, which combines traditional and digital techniques.

In their final semester, students take the capstone course, Individual Studio/Professional Practices, spending 9 class hours per week in studio practice, and exploring/writing/discussing about the professional art world via field trips to artists' studios, galleries, museums, and community art centers, in the Lehigh Valley, Philadelphia, and New York City. During these "behind the scenes" experiences, students have the opportunity to ask questions and get valuable feedback from art professionals on the workings and opportunities within the visual art fields. Mid-semester, students also have a one-on-one critique of their work from a visiting New York based artist, as part of a joint effort with the New Arts Program, Kutztown, PA. Students attend artist's talks throughout the year in conjunction with on-going exhibitions in our Communications Hall Gallery. The semester concludes with students presenting a final group show consisting of selections of their semester's work with an artist statement, and giving a brief slide talk on their experiences during the semester and highlights of their artistic growth at NCC.

Fine Art majors also complete 25 credits of general education requirements for all Associate of Arts students. The Fine Arts program is offered in full at the Bethlehem Campus. Some of the coursework is also offered at the Monroe Campus and at the Fowler Family Southside Center.

**See Appendix A: Curriculum Map, 2009-2013**

## **Program Faculty**

The Fine Art program employs 19 – 20 adjunct faculty members per semester. One full-time Art Department faculty, Professor Bruce Wall, teaches in the Fine Art Program. Professor Wall holds a BFA Degree in Painting and Printmaking from The University of Texas, and an MFA in painting from The Rhode Island School of Design. The Art Department has been successful in hiring qualified adjunct teaching staff (see table below), many of whom hold terminal degrees (MFA). The Art Department will offer courses in the Fine Arts program at our Monroe Campus opening in Fall 2014. The department also recommends hiring another full-time faculty member at that time.

<b>2014 Fine Art Adjunct Faculty: Degrees Held:</b>			<b>Teaching Areas:</b>
Katherine Bozikas	B.A., Moravian College	M.F.A., University of Pennsylvania	2-D & 3-D Design, Drawing
Barbara Briggs (Monroe Campus)	B.A., Kutztown Univ.	M.F.A., Academy of Art University	Drawing, Painting
Thomas Burke	B.S. Indiana University	M.F.A. Queens College, CUNY	2-D Design, Drawing
Joseph "Mick" Chapuk	B.F.A., Otis Art Inst.	M.A./M.F.A., California State Univ.	Drawing, Painting, Art History
Lydia Chiappini	B.A. Montclair State University	M.A. Montclair State University	Art History
Jan Crooker	B.A., Toledo Univ	M.F.A., Penn State	Drawing
Colin Edington	B.F.A., Univ. of New Mexico	M.F.A., Rutgers University	B&W Photography
Elizabeth Flaherty	B.A. Moravian College	M.A. Marywood University	Computer Graphics
Walter Heath	B.F.A., Univ Tulsa	M.A., Pittsburgh State Univ.	Ceramics
Gayle Hendricks	B.A., Cedar Crest College (Sociology)	M.F.A., Marywood Univ (Graphic Design)	Computer Graphics
Danielle Hepner	B.F.A., University of the Arts	M.A., Adelphi University	2-D & 3-D Design, Art History
Marci Hurst	B.F. Washburn University	M.A. California State University	Computer Graphics
Jeffrey Kleckner	B.F.A. Cleveland Inst. Of Art	M.F.A., S. Illinois University	Ceramics
Isadore LaDuca	B.F.A., Tyler School of Art	M.F.A., Syracuse University	Drawing, Painting, Art History
Carmelina Lombardi	A.A.S. NCC, B.F.A. Kutztown U.	M.Ed. Art Ed, Cedar Crest College	Computer Graphics
Dannell MacIlwraith	B.A., Tyler School of Art	M.Ed. Art Ed, Kutztown U.	Computer Graphics
William Rusk (Monroe Campus)	B.A. Marywood University	.M.A. Marywood University	2-D Design, Computer Graphics, Art History
Susan Swanson (Monroe Campus)	B.A. University of Florida	M.S. California State, M.A. LaMar University, M.F.A. Stephen F. Austin	Computer Graphics
Cindy Vojnovic	B.F.A., School of Visual Arts		Painting, Art History
Douglas Zucco	B.F.A., Kutztown University	M.F.A., Univ. of Georgia	Printmaking, 2-D & 3-D Design, Art History

## Learning & Assessment

The Fine Arts degree program has outcomes both at the course and program levels. Below is the [Course Catalog Description](#) for the capstone course [ARTA 260G Individual Studio/Professional Practices](#) along with the [Course Outline](#), the course [Student Learning Outcomes](#) and the [Fine Art Program Outcomes](#).

The final Fine Art exhibition in Communications Hall Gallery is used to assess the student's performance in ARTA260G: Individual Studio/Professional Practices as well as their over all performance in the Fine Art program. Beginning in Spring 2012, a digital *Portfolio Presentation*, and an *Artist Talk*, which is open to the entire NCC community, is also required from each student and will be utilized in course and program evaluations. All students receive feedback from the course instructor, other full-time Art Dept. faculty, and a visiting artist, as well as on-going peer reactions in the form of individual and group critiques, both oral and written. A

formal written evaluation is made for each student at the end of the course (See *Course Review and Evaluation*).

### **COURSE DESCRIPTION FROM NCC CATALOG:**

#### **ARTA 260G Individual Studio/Professional Practices**

This capstone for Fine Art majors course offers an intensive studio experience for personal development and growth culminating in a body of work for a final group exhibition. Critiquing artwork on a regular basis will be the core process where aesthetic awareness and creative issues unfold. Students will gain knowledge of professional practices in the arts by visiting galleries, museums, and artists' studios; speaking with artists, art dealers, art critics, and museum staff; and researching and writing about these experiences. \*Prerequisite. - ARTA 226 Painting 2 and ARTA 204 Drawing 3.

\* (Revised Course Schedule) Prerequisite. – ARTA 204 Drawing 3 and two these four studio electives – ARTA 164, ARTA 226, ARTA 251, ARTA 282

#### **ARTA 260G Individual Studio Course Outline:**

##### **A. Artwork: Studio Assignments, Individual Artwork, and Sketchbook/Visual Diary:**

- Students will create a significant body of artworks during the course of the semester using a variety of self-selected *media*; while further developing *techniques*, perfecting *craftsmanship*, and expanding *design skills* and *creativity*. Media/Technique examples include drawing, painting, sculpture, ceramics, collage, assemblage, installation, digital media (including print, projection, animation, video) performance, and mixed media combinations.
- Students also maintain a Sketchbook/Visual Diary to record sketches, photos, writings, and any other type of reference related to the development of their artwork during the semester. Daily entries are encouraged to facilitate the momentum in developing their work and to create a “visual diary” that will tell the story of their artistic development throughout the course.

##### **B. Critiques:**

Students will engage in individual and collaborative *Critiques*, both oral and written, throughout the semester to better articulate visual art concepts.

##### **C. Research and Writing:**

Students will *research* and *write* extensively on the planning and development of their own artwork, the work of their peers, historical and contemporary examples of art, visual culture issues; and prepare a final *artist statement* summarizing their experiences.

##### **D. Field Trips:**

Students will visit artist studios, galleries, museums, alternative spaces, and other art venues and speak directly with artists and art professionals to learn first-hand the *professional practices* of the art world. Students will post entries of their impressions on a Discussion Board and comment on their peers reactions as part of each trip experience.

##### **E. Presentations and Exhibition:**

Students will select and prepare their artworks for a final group exhibition and create a *professional portfolio* to present their work, as well as present an artist talk about their artwork and experiences during the course of the semester.

### **COURSE STUDENT LEARNING OUTCOMES:**

1. Students will increase their *technical skills* and level of *craftsmanship* working with a variety of self-selected *media* as they produce a sustained body of artwork.
2. Students will gain a greater understanding the *Elements of Art* and the *Principles of Organization* and the ways, in which, this leads to the creation of better artworks.
3. Students will increase their *verbal* and *written analytical skills* when discussing art and appreciate the *critique* process as central to conceptual growth and increased *creativity*.
4. Students will be able to *research and write* about artists and visual culture topics, as well as the on-going development and experiences of their own artwork .
5. Students will begin to understand how the *professional art world* of museums, galleries, and alternative spaces function and how professional artists approach the business aspects of art including the marketing and selling of artworks.
6. Students will develop and present a *professional portfolio* of their artwork and design and install a *final group exhibition* of selected artworks from the semester.

The course is structured to help inspire, guide and challenge the student through the active application of ideas culled from studio critiques, discussions, selected readings, and research and writing. Philosophical, psychological, social, art historical and other references will become a springboard for discussion and dialogue. The main focus is on the individual, their personal vision, and emerging visual language, developing in tandem with an increased awareness of historical and contemporary visual culture.

**FINE ART PROGRAM OUTCOMES with Rubrics and Grade Criteria**

Graduates of the program will:

<b>Program Level Outcome:</b>	<b>Superior: A</b>	<b>Good: B</b>	<b>Passable: C</b>	<b>Deficient: D/F</b>
1. Create artworks using basic art <b>media</b> , demonstrating core <i>techniques</i> , with proficient <i>craftsmanship</i>	Demonstrate a clear and thorough understanding of art materials, with strong <i>techniques</i> and proficient <i>craftsmanship</i>	Demonstrate a good understanding of art materials, with mostly good <i>techniques</i> and good <i>craftsmanship</i>	Demonstrate some understanding of art materials, with some <i>techniques</i> and some degree of <i>craftsmanship</i>	Fail to demonstrate adequate understanding of art materials, <i>techniques</i> , or <i>craftsmanship</i>
2. Utilize <b>design</b> , i.e. the elements of art and principles of organization, in the creation of successful artworks.	Demonstrate a clear and thorough understanding of <b>design</b> elements and principles and can successfully apply them in the creation of successful artworks	Demonstrate a good understanding of <b>design</b> elements and principles and can usually apply them in the creation of successful artworks	Demonstrate some understanding of <b>design</b> elements and principles and can sometimes apply them in the creation of artworks	Fail to demonstrate an adequate understanding of <b>design</b> elements and principles and cannot apply them in the creation of artworks
<b>3.</b> Demonstrate <b>creativity</b> in the process of synthesizing knowledge and imagination in <i>form, style, and content</i> .	Demonstrate exceptional <b>creativity</b> in the process of synthesizing knowledge and imagination in <i>form, style, and content</i> .	Demonstrate a good amount of <b>creativity</b> in the process of synthesizing knowledge and imagination in <i>form, style, and content</i> .	Demonstrate some <b>creativity</b> in the process of synthesizing knowledge and imagination in <i>form, style, and content</i> .	Fail to demonstrate <b>creativity</b> in the process of synthesizing knowledge and imagination in <i>form, style, and content</i> .
<b>4.</b> Recognize and use the technical and aesthetic <b>terminology</b> of the fine arts.	Have a clear and thorough understanding of the <b>terminology</b> of the fine arts and a clear ability to use it in context	Have a good understanding of the <b>terminology</b> of the fine arts and a mostly clear ability to use it in context	Have some understanding of the <b>terminology</b> of the fine arts and some ability to use it in context	Fail to understand the <b>terminology</b> of the fine arts or to use it in context
<b>5.</b> Develop and use new <b>critical thinking</b> skills to analyze artworks, both <i>verbally</i> and in <i>writing</i> .	Have developed exceptional <b>critical thinking</b> skills in analyzing artworks, both <i>verbally</i> and in <i>writing</i> .	Have developed good <b>critical thinking</b> skills in analyzing artworks, both <i>verbally</i> and in <i>writing</i> .	Some <b>critical thinking</b> skills in analyzing artworks, both <i>verbally</i> and in <i>writing</i> .	Poor <b>critical thinking</b> skills in analyzing artworks, both <i>verbally</i> and in <i>writing</i> .
<b>6.</b> Prepare a comprehensive <b>portfolio</b> of high quality artworks for <i>transfer</i> to a four-year college, university or art school.	Prepared an exceptional and comprehensive <b>portfolio</b> of high quality artworks	Prepared a good, and mostly comprehensive <b>portfolio</b> of quality artworks	Prepared an adequate <b>portfolio</b> of artworks	Fail to prepare a <b>portfolio</b> of artworks

## Course Review & Evaluation

**NCC: ARTA260 Individual Studio / Professional Practices**

**Instructor: Prof. Bruce Wall Voice Mail: 861-5484 E-mail: bwall@northampton.edu**

**Student Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

**A. Artwork in Final Group Exhibition:** \_\_\_\_\_ **50%**

**1. Exploration of materials and fluency w/ chosen media:**

(Fine Art Program Outcome 1, 2, 3)

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**2. Development of ideas into subject matter and content:**

(Fine Art Program Outcome 1, 2, 3, 4)

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**3. Presentation – Installation Design, Signage, Artist Statement:**

(Fine Art Program Outcome 2, 6)

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**B. Course Sketchbook/Journal** \_\_\_\_\_ **25%**

**Personalized Cover, Quantity & Quality of Content, Presentation:**

(Fine Art Program Outcome 1, 2, 3, 4, 5, 6)

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**C. Professional Practices:** \_\_\_\_\_ **25%**

**1. Digital Portfolio – Presentation, Content:**

(Fine Art Program Outcome 1, 2, 3, 4, 5, 6)

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**2. Artist Talk – Visuals, Presentation Skills, Content:**

(Fine Art Program Outcome 2, 4, 5, 6)

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**3. Course Writing Assignments**

(Fine Art Program Outcome 4, 5)

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**D. Suggestions for future work:**

**\*Course Grade:**

**\*Grade Scale:**

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<b>F</b>	<b>D</b>	<b>D+</b>	<b>C-</b>	<b>C</b>	<b>C+</b>	<b>B-</b>	<b>B</b>	<b>B+</b>	<b>A-</b>	<b>A</b>
<b>Below 60, 60-66, 67-69, 70-72, 73-75, 77-79, 80-82, 83-86, 87-89, 90-92, 93-100</b>										

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## Enrollment

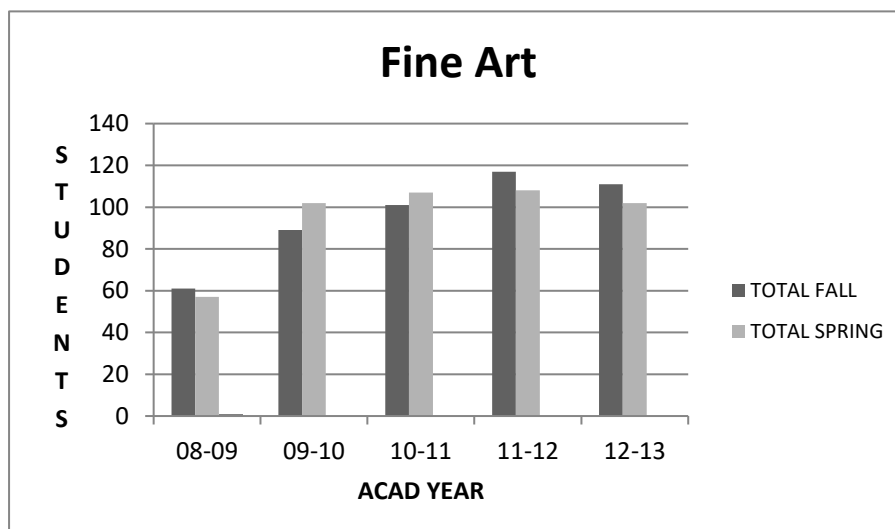
In the Fine Arts program, there is a higher full-time enrollment than part-time enrollment. Since the art studio size has a 24-student capacity, each semester the program is meeting or exceeding the enrollment expectations in all first year courses, and most second year courses.

Looking at the fall semesters, over the past five years the program has seen an XX% increase in full-time students, a XX% increase in part-time students, and an overall increase in full and part-time combined of XX%. The program's growth over the five year period of this audit is impressive. The spring semesters are also showing strong enrollments.

The average FTE for the years in review is around 58. Most students are traditional age, in the 18–22 age range.

### FINE ART

	08-09	09-10	10-11	11-12	12-13
<b>FALL</b>					
FULL-TIME	44	50	64	72	61
PART-TIME	17	39	37	45	50
<b>TOTAL FALL</b>	<b>61</b>	<b>89</b>	<b>101</b>	<b>117</b>	<b>111</b>
<b>SPRING</b>					
FULL-TIME	25	58	56	57	47
PART-TIME	32	44	51	51	55
<b>TOTAL SPRING</b>	<b>57</b>	<b>102</b>	<b>107</b>	<b>108</b>	<b>102</b>





## **Current Students**

The following is a snapshot of responses to key questions from the annual alumni surveys from the Fine Arts program. (See Appendix C for full report). Students were very satisfied with the variety of course offerings, clarity of course objectives/outcomes, preparation received in introductory courses for success in later courses, willingness of instructors to help with academic needs, the helpfulness of the non-teaching staff, and the overall academic environment at NCC.

## **Program Cost & Income (Appendix B)**

The Fine Arts program is a cost-effective program for the College, ranking as the 41 most expensive program out of 73 programs, in fiscal year 2008. Referring to Appendix B Financial Data for years 2009-2013, the Fine Art program income increased from \$419,636 in 2009 to \$752,305 in 2013, and the program became less expensive to administer moving from number 41 to 46. In fiscal year 2013 the Fine Arts program generated \$6,314.00 per FTE, while it cost \$5,158.00 per FTE for students in the program. The program costs run slightly lower the institutional average cost of \$5,430.00 per FTE. The Fine Arts program is in good fiscal condition.

## **Program Outcomes for Graduates (Appendix C)**

The Fine Arts Associates in Arts degree is designed for transfer to baccalaureate institutions. Placement reports for each year inform the college about where Northampton students study next. The full list of schools where NCC Fine Art students have transferred to in past years include:

Cedar Crest College  
The Cooper Union for the Advancement  
of Science and Art  
East Stroudsburg University  
Fashion Institute of Technology (FIT)  
Herron School of Art and Design,  
Indiana University-Purdue University  
Kutztown University  
Maryland Institute College of Art  
(MICA)  
Massachusetts College of Art (MassArt)  
Millersville University  
Moore College of Art and Design

Moravian College  
Parsons The New School for Design  
Pennsylvania Academy of the Fine Arts  
(Pafa)  
Pratt Institute  
Rhode Island School of Design (RISD)  
Savannah College of Art and Design  
(SCAD)  
School of the Art Institute of Chicago  
(SAIC)  
School of Visual Arts (SVA)  
Tyler School of Art/Temple University  
University of the Arts (UArts)z

## **Discussion & Conclusions**

The Fine Arts program is an effective and focused associates degree program that prepares students for transfer to baccalaureate granting institutions. The heart of the program is clearly described in the Program Level Learning Outcomes presented above. The program curriculum provides a solid education in the traditional foundation fine art skills, such as drawing, 2-D design and color, 3-D design, painting, sculpture, printmaking, photography, and ceramics. In order to address the impact of digital technology on the world of Fine Art, the program introduced two digital art courses over the past 4 years - Computer Graphics and Media Art (as recommended in the preceding program audit). We also plan to offer Digital Photography in the coming year.

The program also introduces students to an overview of the history of ancient and contemporary art movements, theories and styles. Traditional methods of art evaluation, assessment and critique are incorporated into class assignments. A capstone course, Individual Studio/Professional Practices, challenges the students to apply what they have learned in the preceding two years of study, and create a new body of work for a final group exhibition in Communications Hall Art Gallery.

Modifications have been made to the program curriculum requirements for students planning on transferring from the Fine Art Program into the Art Education Program at Kutztown University. These changes were necessary in order to meet the new Pennsylvania standards for teacher certification. Students enter the Fine Arts program, but replace a number of the art courses with education course in order to promote a smooth transfer into the junior year.

Enrollment in the Fine Art program increased over the past 5 years. The college has seen increases at all sites: Main Campus, South Side, and Monroe County campuses. A new Art Department web site was introduced in 2007. This web site is being used as an effective recruitment tool for the program.

As indicated in recent surveys, students were very satisfied with the variety of course offerings, clarity of course objectives/outcomes, preparation received in introductory courses for success in later courses, willingness of instructors to help with academic needs, the helpfulness of the non-teaching staff, and the overall academic environment at NCC.

## **Recommendations**

- The Fine Art Program continues to meet its goals and objectives and should be continued.
- Articulation agreements with local and regional colleges/universities should be investigated.
- Continue program level and course level assessment work, especially for ARTA 260 Individual Studio. This began in the Spring semester 2013 and will continue.
- Continue to introduce digital technology and tools into the program.
- Continue to monitor status of teacher education requirements.
- Add digital Photography as an optional 2-D media course

- **Appendices**

Appendix A ... Curriculum Map 2009 – 2013

Appendix B ... Financial Data

Appendix C ... Placement Reports Classes of 2009-2013

## Appendix A: Curriculum Map, 2009-2013 – FINE ART Curricular Alignment

### ALIGNING PROGRAM LEARNING OUTCOMES WITH INDIVIDUAL COURSE LEARNING OUTCOMES

For each learning outcome, identify what specific course addresses the specific outcome. Then mark “I” for a learning outcome that is introduced (*addressed for the first time*), “R” for a learning outcome that is reinforced (*addressed again, but not emphasized in a major way*), and “E” for a learning outcome that is emphasized (*addressed in a major way*) under each specific course. [NOTE: Not every course will necessarily address every learning outcome.]

#### FINE ARTS PROGRAM CURRICULUM MAP

**Prof. Bruce Wall**

#### **Program Learning Outcomes aligned with Individual Course Learning Outcomes**

- I**     **Introduced-** Learning Outcome *addressed for first time.*  
**R**     **Reinforced-** Learning Outcome *addressed again, but not emphasized in a major way.*  
**M**     **Emphasize Mastery-** Learning Outcome *addressed in a major way.*  
 (Note: Not every course will necessarily address every Learning Outcome)

#### **Graduates of the program will:**

#### **ARTA COURSES**

Outcome	ARTA	101*	107*	110*	111*	124*	158*	161*	162*	164*	170*	204**	220**	226**	251**	260**	261**	282**
1. Create artworks using basic art <b>media</b> , demonstrating core techniques, with proficient craftsmanship.		I	I	I	I	R	I	I	I	I	I	R	R	R	I	M	R	R
2. Utilize <b>design</b> , i.e. the elements of art and principles of organization, in the creation of successful artworks.		I	I	I	I	R	R	R	R	R	I	R	R	R	R	M	R	R
3. Demonstrate <b>creativity</b> by synthesizing knowledge and imagination in form, style, and content.		I	I	I	I	R	R	R	R	R	I	R	R	R	R	M	R	R
4. Recognize and use the technical and aesthetic <b>terminology</b> of the fine arts.		I	I	I	I	R	R	R	R	R	I	R	R	R	R	M	R	R
5. Develop and use <b>critical thinking</b> skills to analyze artworks, both in speaking and writing.		I	I	I	I	R	R	R	R	R	I	R	R	R	R	M	R	R
6. Prepare a comprehensive <b>portfolio</b> of high quality artworks for transfer to a four-year college, university or art school.		I	I	I	I	R	R	R	R	R	I	R	R	R	R	M	R	R

**\* First Year Course                      \*\* Second Year Course**

- ARTA 101\***     **Art History Survey**  
**ARTA 107\***     **Drawing I**  
**ARTA 110\***     **Principles of 3-D Design**  
**ARTA 111\***     **Principles of 2-D Design**  
**ARTA 124\***     **Drawing II**  
**ARTA 158\***     **Painting I**  
**ARTA 161\*\***     **Ceramics**  
**ARTA 162\*\***     **Sculpture**  
**ARTA 164\*\***     **Printmaking**  
**ARTA 170\***     **Computer Graphics**

- ARTA 204\*\***     **Drawing III**  
**ARTA 220\*\***     **Media Art**  
**ARTA 226\*\***     **Painting II**  
**ARTA 251\*\***     **B & W Photography**  
**ARTA 260\*\***     **Individual Studio Practices**  
**ARTA 261\*\***     **Advanced Ceramics**  
**ARTA 282\*\***     **Digital Photography**

## Appendix B: Financial Data

NORTHAMPTON COMMUNITY COLLEGE ACADEMIC AUDIT FINANCIAL DATA								
Fine Art								
Program Income								
FY	Program Cr. Hours	Program FTEs	Tuition Income	Local Reimb.	Operating Reimb.	Stipend Reimb.	Total Income	Income/FTE
2009	2,238	88.36	295,479	56,109	134,839	\$ -	486,428	5,505
2010	2,985	117.47	405,156	69,543	166,573		641,272	5,459
2011	2,976	117.74	418,336	71,351	170,137		659,824	5,604
2012	3,208	127.16	473,539	79,601	161,364		714,505	5,619
2013	3,686	145.84	573,460	97,862	249,540		920,862	6,314
Program Costs								
FY	Direct Costs	Indirect Costs	Total Costs	Total FY FTEs	Cost/FTE	Rank	Inst. Avg. Cost/FTE	
2009	213,203	206,433	419,636	88.36	4,749	46	4,902	
2010	268,907	271,647	540,554	117.47	4,602	44	4,766	
2011	305,392	259,832	565,224	117.74	4,801	44	4,906	
2012	350,728	290,006	640,734	127.16	5,039	42	5,182	
2013	405,364	346,941	752,305	145.84	5,158	41	5,430	
FY2013 Direct Capital Costs								
3 year Direct Capital Costs								
FY2013 Grant Funds					(Perkins Equipment Grant)			

INCOME FACTORS						
FY	Tuition, Compr. & Tech. Fee/Cr. Hr.	Local FTE Reimb.	State FTE Operating Reimb.	Act 173 FTE Stipend Reimb.	Indirect Cost/Cr. Hour	Average Cr. Hour/FTE
	Per Fte	Per Fte	Per Fte			
2009	3,344	635	1,526	305 HP 352 HP/HC	91.004	25.3279
2010	3,449	592	1,418	355 HP 425 HP/HC	87.31	25.411
2011	3,553	606	1,445	351 HP 434 HP/HC	90.40	25.2757
2012	3,724	626	1,269	317 HP 381 HPHC	94.12	25.2283
2013	3,932	671	1,711		98.50	25.2735
FYE 09 and 10 the funding formula from the state was not used so we took total funding divided by the total ftes with weighted ftes for HP (1.25) and HP/HC(1.3) coming up with a smaller allocation for stipend programs.						

## Appendix C Placement Reports Classes of 2009-2013

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### Class of 2008 Fine Arts Degree

#### Graduate Survey Results

<i>Number of Graduates</i>	<i>Continuing Education</i>	<i>Employed</i>	<i>Job Hunting</i>	<i>Not Seeking Employment</i>	<i>Other</i>	<i>No Report</i>
2	0 0%	2 100%	1 50%	0 0%	1 50%	0

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### Class of 2009 Fine Arts Degree

#### Graduate Survey Results

<i>Number of Graduates</i>	<i>Continuing Education</i>	<i>Employed</i>	<i>Job Hunting</i>	<i>Not Seeking Employment</i>	<i>Moved</i>	<i>No Report</i>
8	5 100%	3 0%	0 0%	0 0%	0 0%	0

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### Class of 2010 Fine Arts Degree

#### Graduate Survey Results

<i>Number of Graduates</i>	<i>Continuing Education</i>	<i>Employed</i>	<i>Job Hunting</i>	<i>Not Seeking Employment</i>	<i>Moved</i>	<i>No Report</i>
6	2 50%	3 50%	1 0%	0 0%	0 0%	0

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### Class of 2011 Fine Arts Degree

#### Graduate Survey Results

<i>Number of Graduates</i>	<i>Continuing Education</i>	<i>Employed</i>	<i>Job Hunting</i>	<i>Not Seeking Employment</i>	<i>Moved</i>	<i>No Report</i>
10	5 50%	3 25%	2 0%	0 0%	0 0%	0

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5	1 0%	3 0%	1 100%	0 0%	0 0%	0

