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Executive Summary

The Art Department offers the Bachelor of Arts degree in Art, the Bachelor of Fine Arts degree in Commercial Art, Art Management, Art Therapy, Studio Art, and Art Education.

In 2005-2006, the Art Department will institute a year-end evaluation system that functions as its universal assessment and data collection point. The year-end evaluations will provide measured performance indicators to all students in conference meetings on the five major learning goals for all degree plans. Using the data collected from year-end conferences, the faculty will determine curricular performance indicators. The following rubrics will be used:

GYR Rubrics

| Freshmen | Sophomore | Junior | Senior |
|---|--|--|--|
| Green =sufficient progress Yellow =moderate progress Red =insufficient progress to remain in the program | Green = progress Yellow =moderate progress Red =insufficient progress to achievement competency | Green = excellent progress Yellow =progress befitting competency Red =insufficient progress that falls below competency | Green =excellent achievement Yellow =competent achievement Red =incompetent |

| Green | Yellow | Red |
|--|---|--|
| Achieving desired outcome in more than 70% of students | Achieving outcome in 65-70% of students | Not achieving outcome in 65% of students |

Currently, B.F.A Commercial Art majors are required to do a one-person gallery exhibit as part of their final hurdle for graduation. Art faculty are considering other venues for these specific majors that might be tailored more towards how the professional design community evaluates performance, skill, and knowledge. Year-end evaluations will help gather data to make the best change, if change should be warranted.

The B.F.A. Art Management major continues to have minimal direction due to the fact we do not have a designated faculty specifically for this area. As a result, assessment and advising for these students is difficult. On a positive note, with the introduction of the Art of Entrepreneur class, Art Management majors have more flexibility and opportunities to complete their required credits for graduation.

Like other areas in the CFA, our B.A art majors lack clear ways to be assessed and tend to fall through the cracks in areas such as advising, internship assignments, and senior hurdle. Faculty is looking at possible initiatives to correct this problem.

B.F.A. Art Education majors are still being required to show proficiency in two areas for their senior show. However, this places a unique burden on these students due to the additional education department requirements for graduation. Faculty is looking at requiring Art Ed majors to wait to complete their senior show until after student teaching.

Art faculty are considering ways to distinguish the difference between the B.F.A Studio/Generalist degree and the B.F.A Studio/Pre-Professional as it might relate to senior show requirements as well as making departmental allowances for overloads, practicums, and immersion courses. These issues are related to methods for setting higher standards for students who are committed to the pre-professional workload.

Section 1: Departmental Goals

The Art Department Mission Statement is as follows:

To provide a creative and scholarly environment for the development of students striving to be professional artists and offer the campus community educational venues for the appreciation of the visual arts.

The mission proposes that students:

- must know what it takes to master technique
- must see and recognize the work of others in context to their own work
- must demonstrate and understand the application of the formal elements within their work and the work of others
- and must understand the professional expectations and work habits relative to their discipline.

For all students studying in the art program, these are the central goals that focus their learning:

- Students will participate in critiques of their own art as well as others.
- Students will make the necessary time commitment to create their art.
- Students will demonstrate personal growth and understanding as it relates to the development of and execution of their art.
- Students will be responsible and reliable relative to how they interact with others.
- Students will engage in a personal pursuit of meaning and value.

For students studying in the B.F.A. program, these are the central goals that focus their learning:

- Students will demonstrate a professional approach to the creation of, discussion of, and display of their art.
- Students will learn to creatively work beyond themselves in collaborative ways.
- Students will demonstrate technical mastery of their chosen discipline.
- Students will learn to analyze their art within the context of the history of art.

Refer to Appendix A for University & Departmental Mission Comparison.

Section 2: Departmental Snapshot

The art department offers the Bachelor of Arts degree and the Bachelor of Fine Arts degree in: Commercial Art, Art Management, Art Therapy, Studio Art, and Art Education for students interested in pursuing a career in any area of the visual arts. Students are admitted to the art program as BA majors through a portfolio review process and only after being admitted to the University. After their first semester sophomore year, students are reviewed again to determine their eligibility to pursue the BFA degree.

Art majors are introduced to their discipline through foundation courses in design and drawing as a means of guaranteeing unified knowledge as students move into their chosen area of focus. Students engage regularly in critiques and have various opportunities to exhibit their work in formal and informal venues within the department and around campus. The department provides a creative environment in which students can best learn to express themselves both verbally and visually. This is achieved through classroom interaction as well as informal gatherings within the studios throughout the day and evening.

A successful BFA graduate will find professional work within the graphic arts field, art education K-12, art therapy, art management, professional studio/co-op/gallery, or go on to graduate school. A successful B.A. student will pursue similar paths that may lead to work with community art centers, art organizations, or their own art studios.

Art students have opportunities to exhibit their work and see professional exhibits in three on campus galleries: Studio Gallery, Lower Gallery, and Perkinson Gallery. They also have the chance to sell their work in the student-run gallery "The BlueConnection" which is part of the Art of Entrepreneurship class. Students regularly work with local community groups as interns, volunteers or members. These art groups include Gallery 510, Decatur Arts Council, Decatur Public Library, Decatur Public Schools, Decatur Ad Club and NOVA Gallery.

Art students have the opportunity to travel to various locations nationally and internationally to see artwork and be inspired to create their own art. Locations include Chicago, St. Louis, the Four Corners Region of the Southwest, France, Italy, Spain, etc.

To implement its theory/practice model, the Department uses the following department-wide elements for assessment of student learning and curricular development:

- The B.F.A and B.A. curricula are sequentially structured to provide progressive work on skills and knowledge appropriate to the over-arching goals of each degree (**see Appendices J- O for advising audit sheets and specific program progressions**).
- All students receiving a degree in art are required to complete four semesters of art history including Contemporary Art History Seminar.
- All students receiving a degree in art are required to take two semesters each of Drawing and Design Orientation.
- The results of all portfolio reviews, sophomore reviews and senior reviews are used to evaluate the learning goals of the curriculum, the progress of students, and the admission process used for evaluating prospective students.

In assessing student achievement of learning goals, the following green, yellow, and red assessment rubrics (GYR) will be implemented:

| Freshmen | Sophomore | Junior | Senior |
|---|--|---|--|
| Green =sufficient progress Yellow =moderate progress Red =insufficient progress to remain in the program | Green = progress Yellow =moderate progress Red =insufficient progress to achievement competency | Green =excellent progress Yellow =progress befitting competency Red =insufficient progress that falls below competency | Green =excellent achievement Yellow =competent achievement Red =incompetent |

Departmental performance indicators will also use the GYR rubric. The following ratings apply as curricular performance indicators:

| Green | Yellow | Red |
|--|---|--|
| Achieving desired outcome in more than 70% of students | Achieving outcome in 65-70% of students | Not achieving outcome in 65% of students |

Advising is important in maintaining students' progress and is a central piece of all curricular and programmatic assessment of the Department. Advising occurs in a variety of contexts:

- **Academic Advising:** A disproportionate allocation of advising responsibility currently exists in the department due to the large number of Design majors (32 of 91) compared to the other majors as well as the larger load that exists from the combination of Art Education and Art Therapy majors (29 of 91). We hope to address ways of correcting this imbalance.
- **Practicum and Internship Advising:** Students in all programs often work on individualized projects in their major programs. This means of assessment as well as extra workload falls on the faculty with the larger number of advisees.
- **Career or Professional Advising Beyond Coursework:** Many students often feel more comfortable speaking to faculty who share their particular interests or career aspirations. As do faculty members in other departments, art faculty often act as role models for students as they develop and plan their careers. In the spirit of theory and practice we participate as a Department in "collective advising." As a matter of course, we attend all art exhibits, both student and visiting professional shows. We often communicate and confer in an effort to provide strong, critical and consistent feedback to our students, either through classes or one on one mentoring.

The material that follows summarizes the Department's makeup and composition in terms of its faculty/staff, number of students by majors and gender, and facilities.

Majors by Gender/Class as of August 31, 2004

| Students | BFA/BA Art Management | BFA/BA Graphic Design | BFA/BA Art Therapy | BFA/BA Studio Art | BFA Art Ed | Total |
|---------------------|-----------------------|-----------------------|--------------------|-------------------|------------|-------|
| Male | 0 | 24 | 0 | 9 | 3 | 36 |
| Female | 3 | 13 | 9 | 18 | 12 | 55 |
| | | | | | | |
| Freshmen | | 9 | 3 | 5 | 5 | 22 |
| Sophomores | 1 | 9 | 1 | 4 | 6 | 21 |
| Jr/Sr | 2 | 19 | 5 | 18 | 4 | 48 |
| Total Majors | 3 | 37 | 9 | 27 | 15 | 91 |

Faculty/Staff as of May 26, 2005

| | |
|--------------------------|------|
| Full-Time Faculty | 5 |
| Part-Time Faculty | 1.25 |
| Full-Time Staff | 1 |

Facilities as of May 26, 2005

| | |
|---|---|
| Lecture Hall | 1 |
| Studio Classrooms | 6 |
| Library/Slide room | 1 |
| Offices | 7 |
| Computer Lab/Classroom | 1 |
| Special Shops Ceramics/Sculpture | 2 |
| Storage Rooms | 2 |
| Art Galleries | 3 |

Related Thoughts:

The Department has a need to evaluate how over utilized vs under utilized facilities is effecting the quality of the program. The university is currently looking at a new master plan for campus and depending on how space translates from this plan may determine how we look at our space issues.

There needs to be ongoing discussions regarding the number of majors we currently offer and how or if we should look at introducing a major in Art History or possibly folding the Art Management major into a Art History major.

Staffing in Graphic Design continues to be a concern due to the number of majors, current faculty load and future potential of the major. Decisions will need to be made on how to expand faculty within the overall context of department staffing and how it might relieve some of the pressure in Design.

Section 3: Learning Stories

BFA Studio Art Learning Story-Central Values

Although creating visual art may be considered a solitary endeavor, the Art Department faculty believes in and promotes a high level of collaboration and interactivity within all of the studio classrooms. Our expectation is for students to progress towards the positive development of their own personal visual aesthetic while maturing as professional, responsible, and well adjusted individuals.

Group critiques are the common denominator that links all studio classes together from Freshman AR103 to Senior AR425. Faculty relies on each other to maintain this element of consistency as well as place responsibility on the individual students to actively engage in self-evaluation during these sessions.

Formally, during the second semester of their sophomore year students interested in pursuing the BFA submit themselves and their work to a full faculty review. After the review the faculty determine whether the student should continue down the BFA path. degree (see **Appendix J for BFA or BA review form**)

| <i>Freshman Year</i> | | | |
|----------------------|-----------|---------------|--------------|
| Analysis | Technique | Collaboration | Professional |

Foundations courses in Design and Drawing help guarantee all students enter their chosen discipline with similar technical abilities and aesthetic awareness of the basic principles of drawing and design. This allows faculty to move aggressively into their discipline with the confidence students have the vocabulary and formal understanding of the elements of design.

| <i>Sophomore Year</i> | | | |
|-----------------------|-----------|---------------|--------------|
| Analysis | Technique | Collaboration | Professional |

Broad goals for this period are to provide the environment for artistic expression and growth, challenging feedback, intellectual/aesthetic curiosity, and personal as well as historical understanding of the discipline and methods appropriate to the student's chosen medium.

Art History courses are typically introduced during the Sophomore year and assist students in laying a strong historical foundation for looking at, experiencing and creating their own art. Art History courses may or may not be taken sequentially. It is up to the student to work with their advisors to lay out their choices for art history.

Collaborative skills continue to grow through critiques, attending and/or assisting with exhibit installations, participating in field trips, Art Club activities, and other relevant projects/opportunities presented by faculty.

A course in **U.S. Studies** increases art students' awareness of cultural diversity of the human experience. Also taken in the sophomore year may be the non-sequential course requirements in **Quantitative Analysis** and **Science**, which help to develop logical and systematic, thinking processes to balance creative and imaginative ways of knowing the world.

| <i>Junior Year</i> | | | |
|--------------------|-----------|---------------|--------------|
| Analysis | Technique | Collaboration | Professional |

Assessment in the areas of studio occurs repeatedly over the year in various ways. First and perhaps foremost is the portfolio assessment. For Drawing, Figure Drawing and Printmaking courses, a student must turn in three portfolios throughout each semester. Each portfolio reflects the agreed upon set of guidelines/assignments to be carried out by the student. The degree to which the student has fulfilled the assignments is reflected in their portfolio evaluation. Ceramics, Photography and Sculpture each have similar semester by semester contract but rely more heavily on final projects due to the heavy burden on technical/mechanical mastery.

The assessment process continues in the form of individual and group critiques. This model is used in all of the studio courses. The artwork is discussed and suggestions are made by both the instructor and fellow students as to particular technical, aesthetic, or expressive issues in the artwork relative to the artist's intentions.

A choice of a **Global Studies** course continues to expand art students' awareness of diversity in the world beyond the Western traditions. Also continuing will be courses in a second language, or semiotics or a specific cultural tradition.

Many students choose to take a semester or part of a semester to travel during the junior year or the summer between the junior and senior year. For example, art students have recently returned from experiences in England, Amsterdam, Italy, Spain, and the Four Corners region in the U.S.

| <i>Senior Year</i> | | | |
|--------------------|-----------|---------------|--------------|
| Analysis | Technique | Collaboration | Professional |

The final year stresses professional growth through integration and application of analytical, technical, and collaborative skills as students hone their own personal process through the continuation of the capstone course. Students should successfully demonstrate the following:

- Awareness and ability to demonstrate an understanding of the mastery of technique.

- Ability to recognize and cite relevant references for his/her artwork.
- Ability to visually demonstrate and verbalize the understanding and application of the formal elements within his/her artwork and the artwork of his/her peers.
- Understanding of the professional expectations and studio work habits relative to the BFA degree standards as outlined by degree granting institutions and practiced by working artists throughout the United States.

Capstone

Many students are successfully submitting artwork for inclusion in juried exhibitions or are actively applying to graduate programs in Fine Art.

Students continue to explore other areas through completion of their selected elective courses.

BFA Commercial Art/Computer Design Learning Story--Central Values

Although creating visual art may be considered a solitary endeavor, the Art Department faculty believes in and promotes a high level of collaboration and interactivity within all of the studio classrooms. Our expectation is for students to progress towards the positive development of their own personal visual aesthetic while maturing as professional, responsible, and well adjusted individuals.

Group critiques are the common denominator that links all studio classes together from Freshman AR103 to Senior AR425. Faculty relies on each other to maintain this element of consistency as well as place responsibility on the individual students to actively engage in self-evaluation during these sessions.

Formally, during the second semester of their sophomore year students interested in pursuing the BFA submit themselves and their work to a full faculty review. After the review the faculty determine whether the student should continue down the BFA path. degree (see **Appendix J for BFA or BA review form**)

| <i>Freshman Year</i> | | | |
|----------------------|-----------|---------------|--------------|
| Analysis | Technique | Collaboration | Professional |

Foundations courses in Design and Drawing help guarantee all students enter their chosen discipline with similar technical abilities and aesthetic awareness of the basic principles of drawing and design. This allows faculty to move aggressively into their discipline with the confidence students have the vocabulary and formal understanding of the elements of design.

| <i>Sophomore Year</i> | | | |
|-----------------------|-----------|---------------|--------------|
| Analysis | Technique | Collaboration | Professional |

Broad goals for this period are to provide the environment for artistic expression and growth, challenging feedback, intellectual/aesthetic curiosity, and personal as well as historical understanding of the discipline and methods appropriate to the student's chosen medium.

Art History courses are typically introduced during the Sophomore year and assist students in laying a strong historical foundation for looking at, experiencing and creating their own art. Art History courses may or may not be taken sequentially. It is up to the student to work with their advisors to lay out their choices for art history.

Students will also learn about the production side of graphic design as it relates to printing technology. This includes the development of electronic pre-press skills and the use of the computer for image manipulation and the creative use of typography as a unique design element.

A course in **U.S. Studies** increases theatre students' awareness of cultural diversity of the human experience. Also taken may be the non-sequential course requirements in **Quantitative Analysis** and **Science**, which help to develop logical and systematic, thinking processes to balance creative and imaginative ways of knowing the world.

| <i>Junior Year</i> | | | |
|--------------------|------------------|----------------------|---------------------|
| Analysis | Technique | Collaboration | Professional |

Assessment in the area of graphic design occur typically on a per project basis. Students are building a portfolio assignment by assignment in a controlled way. Classes in computer graphics, illustration, and interactive media design are structured to function with or without projects from real clients. If a client is available for a project the learning goals still must be met and the student works under the direction of the faculty.

The assessment process continues in the form of individual and group critiques. This model is used in all of the design courses. The design is discussed and suggestions are made by both the instructor and fellow students as to particular technical, aesthetic, or expressive issues in the artwork relative to the designer's intentions.

A choice of a **Global Studies** course continues to expand art students' awareness of diversity in the world beyond the Western traditions. Also continuing will be courses in a second language, or semiotics or a specific cultural tradition.

Many students choose to take a semester or part of a semester to travel during the junior year or the summer between the junior and senior year. For example, art students have recently returned from experiences in England, Amsterdam, Italy, Spain, and the Four Corners region in the U.S.

| <i>Senior Year</i> |
|--------------------|
|--------------------|

| | | | |
|----------|-----------|---------------|--------------|
| Analysis | Technique | Collaboration | Professional |
|----------|-----------|---------------|--------------|

The final year stresses professional growth through integration and application of analytical, technical, and collaborative skills as students finalize the content of their design portfolios.

Ad Agency and Portfolio courses prepare students for the professional rigor of the design world. Students work in class and out of class with clients and formulate plans for creating work applicable to their chosen area of interest in the design world. Professional skills grow through expansion and presentation of design portfolios and resumés.

Capstone for design majors is AR425 Portfolio, in which students engage in practical issues of preparing for interviews, job hunting skills, resumé writing and life skills development.

Students continue to explore other areas through completion of their selected elective courses.

BFA Art Therapy Learning Story--Central Values

Although creating visual art may be considered a solitary endeavor, the Art Department faculty believe in and promote a high level of collaboration and interactivity within all of the studio classrooms. Our expectation is for students to progress towards the positive development of their own personal visual aesthetic while maturing as professional, responsible, and well adjusted individuals.

Group critiques are the common denominator that link all studio classes together from Freshman AR103 to Senior AR425. Faculty rely on each other to maintain this element of consistency as well as place responsibility on the individual students to actively engage in self-evaluation during these sessions.

Formally, during the second semester of their Sophomore year students interested in pursuing the BFA submit themselves and their work to a full faculty review. After the review the faculty determine whether the student should continue down the BFA path. degree (see **Appendice J for BFA or BA review form**)

| <i>Freshman Year</i> | | | |
|----------------------|-----------|---------------|--------------|
| Analysis | Technique | Collaboration | Professional |

Foundations courses in Design and Drawing help guarantee all students enter their chosen discipline with similar technical abilities and aesthetic awareness of the basic principles of drawing and design. This allows faculty to move aggressively into their discipline with the confidence students have the vocabulary and formal understanding of the elements of design.

| <i>Sophomore Year</i> | | | |
|-----------------------|-----------|----------------------|--------------|
| Analysis | Technique | Collaboration | Professional |

Broad goals for this period are to provide the environment for artistic expression and growth, challenging feedback, intellectual/aesthetic curiosity, and personal as well as historical understanding of the discipline and methods appropriate to the student's chosen medium.

Art History courses are typically introduced during the Sophomore year and assist students in laying a strong historical foundation for looking at, experiencing and creating their own art. Art History courses may or may not be taken sequentially. It is up to the student to work with their advisors to lay out their choices for art history.

Second year Art Therapy students begin their investigation and integration of Psychology courses while balancing their studio art load. They are encouraged to translate and collaborate their experiences from one discipline to the other.

A course in **U.S. Studies** increases theatre students' awareness of cultural diversity of the human experience. Also taken may be the non-sequential course requirements in **Quantitative Analysis** and **Science**, which help to develop logical and systematic thinking processes to balance creative and imaginative ways of knowing the world.

| <i>Junior Year</i> | | | |
|--------------------|------------------|---------------|---------------------|
| Analysis | Technique | Collaboration | Professional |

In the junior year, Art Therapy students typically begin seeking out internship opportunities that may afford them the chance to experience the professional side of their discipline. They are also required to maintain a high level of engagement and work ethic within their studio areas.

A choice of a **Global Studies** course continues to expand theatre students' awareness of diversity in the world beyond the Western traditions. Also continuing will be courses in a second language, or semiotics or a specific cultural tradition.

Many students choose to take a semester or part of a semester to travel during the junior year or the summer between the junior and senior year. For example, art students have recently returned from experiences in England, Amsterdam, Italy, Spain, and the Four Corners region in the U.S.

| <i>Senior Year</i> | | | |
|--------------------|------------------|---------------|---------------------|
| Analysis | Technique | Collaboration | Professional |

The final year stresses professional growth through integration and application of analytical, technical, and collaborative skills. Students take the **Art Therapy Seminar** and may continue their internship involvement while preparing for senior exhibits and/or applying to graduate schools for a Masters in Art Therapy.

Students continue to explore other areas through completion of their selected elective courses.

BFA Art Education Learning Story--Central Values

Although creating visual art may be considered a solitary endeavor, the Art Department faculty believe in and promote a high level of collaboration and interactivity within all of the studio classrooms. Our expectation is for students to progress towards the positive development of their own personal visual aesthetic while maturing as professional, responsible, and well adjusted individuals.

Group critiques are the common denominator that link all studio classes together from Freshman AR103 to Senior AR425. Faculty rely on each other to maintain this element of consistency as well as place responsibility on the individual students to actively engage in self-evaluation during these sessions.

Formally, during the second semester of their Sophomore year students interested in pursuing the BFA submit themselves and their work to a full faculty review. After the review the faculty determine whether the student should continue down the BFA path. degree (see **Appendix J for BFA or BA review form**)

| <i>Freshman Year</i> | | | |
|----------------------|------------------|----------------------|---------------------|
| Analysis | Technique | Collaboration | Professional |

Foundations courses in Design and Drawing help guarantee all students enter their chosen discipline with similar technical abilities and aesthetic awareness of the basic principles of drawing and design. This allows faculty to move aggressively into their discipline with the confidence students have the vocabulary and formal understanding of the elements of design.

Freshman University studies classes of **Critical Writing, Reading, and Research I and II** enhance theatre students' sensitivity to language, develop close reading skills, and expand abilities in creative expression and research skills.

| <i>Sophomore Year</i> | | | |
|-----------------------|------------------|----------------------|---------------------|
| Analysis | Technique | Collaboration | Professional |

Broad goals for this period are to provide the environment for artistic expression and growth, challenging feedback, intellectual/aesthetic curiosity, and personal as well as

historical understanding of the discipline and methods appropriate to the student's chosen medium.

Art History courses are typically introduced during the Sophomore year and assist students in laying a strong historical foundation for looking at, experiencing and creating their own art. Art History courses may or may not be taken sequentially. It is up to the student to work with their advisors to lay out their choices for art history.

Students in Art Education are required to fulfill courses from the Education department including ED219 and ED221.

A course in **U.S. Studies** increases theatre students' awareness of cultural diversity of the human experience. Also taken may be the non-sequential course requirements in **Quantitative Analysis** and **Science**, which help to develop logical and systematic, thinking processes to balance creative and imaginative ways of knowing the world.

| <i>Junior Year</i> | | | |
|--------------------|------------------|---------------|--------------|
| Analysis | Technique | Collaboration | Professional |

A choice of a **Global Studies** course continues to expand theatre students' awareness of diversity in the world beyond the Western traditions. Also continuing will be courses in a second language, or semiotics or a specific cultural tradition.

Many students choose to take a semester or part of a semester to travel during the junior year or the summer between the junior and senior year. For example, art students have recently returned from experiences in England, Amsterdam, Italy, Spain, and the Four Corners region in the U.S.

| <i>Senior Year</i> | | | |
|--------------------|------------------|---------------|---------------------|
| Analysis | Technique | Collaboration | Professional |

The final year stresses professional growth through integration and application of analytical, technical, and collaborative skills as students hone their own personal process through the continuation of the capstone course. Students should successfully demonstrate the following:

- Awareness and ability to demonstrate an understanding of the mastery of technique.
- Ability to recognize and cite relevant references for his/her artwork.
- Ability to visually demonstrate and verbalize the understanding and application of the formal elements within his/her artwork and the artwork of his/her peers.
- Understanding of the professional expectations and studio work habits relative to the BFA degree standards as outlined by degree granting institutions and practiced by working artists throughout the United States.

Capstone

Many students are successfully submitting artwork for inclusion in juried exhibitions or are actively applying to graduate programs in Fine Art.

Students continue to explore other areas through completion of their selected elective courses.

BFA Art Management Learning Story-Central Values

Although creating visual art may be considered a solitary endeavor, the Art Department faculty believe in and promote a high level of collaboration and interactivity within all of the studio classrooms. Our expectation is for students to progress towards the positive development of their own personal visual aesthetic while maturing as professional, responsible, and well adjusted individuals.

Group critiques are the common denominator that link all studio classes together from Freshman AR103 to Senior AR425. Faculty rely on each other to maintain this element of consistency as well as place responsibility on the individual students to actively engage in self-evaluation during these sessions.

Formally, during the second semester of their Sophomore year students interested in pursuing the BFA submit themselves and their work to a full faculty review. After the review the faculty determine whether the student should continue down the BFA path. degree (see **Appendix J for BFA or BA review form**)

| <i>Freshman Year</i> | | | |
|----------------------|-----------|---------------|--------------|
| Analysis | Technique | Collaboration | Professional |

Foundations courses in Design and Drawing help guarantee all students enter their chosen discipline with similar technical abilities and aesthetic awareness of the basic principles of drawing and design. This allows faculty to move aggressively into their discipline with the confidence students have the vocabulary and formal understanding of the elements of design

Freshman University studies classes of **Critical Writing, Reading, and Research I and II** enhance theatre students' sensitivity to language, develop close reading skills, and expand abilities in creative expression and research skills.

| <i>Sophomore Year</i> | | | |
|-----------------------|-----------|---------------|--------------|
| Analysis | Technique | Collaboration | Professional |

Broad goals for this period are to provide the environment for artistic expression and growth, challenging feedback, intellectual/aesthetic curiosity, and personal as well as historical understanding of the discipline and methods appropriate to the student's chosen medium.

Art History courses are typically introduced during the Sophomore year and assist students in laying a strong historical foundation for looking at, experiencing and creating their own art. Art History courses may or may not be taken sequentially. It is up to the student to work with their advisors to lay out their choices for art history.

Students

A course in **U.S. Studies** increases theatre students' awareness of cultural diversity of the human experience. Also taken may be the non-sequential course requirements in **Quantitative Analysis** and **Science**, which help to develop logical and systematic thinking processes to balance creative and imaginative ways of knowing the world.

| <i>Junior Year</i> | | | |
|--------------------|------------------|---------------|--------------|
| Analysis | Technique | Collaboration | Professional |

Opportunities for internships as well as enrolling in the Art of Entrepreneurship course allow Art Management students experience real world challenges as they relate to the discipline of fine art. Students continue the balancing act between studio art courses and business courses.

A choice of a **Global Studies** course continues to expand theatre students' awareness of diversity in the world beyond the Western traditions. Also continuing will be courses in a second language, or semiotics or a specific cultural tradition.

Many students choose to take a semester or part of a semester to travel during the junior year or the summer between the junior and senior year. For example, art students have recently returned from experiences in England, Amsterdam, Italy, Spain, and the Four Corners region in the U.S.

| <i>Senior Year</i> | | | |
|--------------------|------------------|---------------|---------------------|
| Analysis | Technique | Collaboration | Professional |

The final year stresses professional growth through integration and application of analytical, technical, and collaborative skills as students hone their own personal process through the continuation of the capstone course. Students should successfully demonstrate the following:

- Awareness and ability to demonstrate an understanding of the mastery of technique.
- Ability to recognize and cite relevant references for his/her artwork.

- Ability to visually demonstrate and verbalize the understanding and application of the formal elements within his/her artwork and the artwork of his/her peers.
- Understanding of the professional expectations and studio work habits relative to the BFA degree standards as outlined by degree granting institutions and practiced by working artists throughout the United States.

Capstone

Many students are successfully submitting artwork for inclusion in juried exhibitions or are actively applying to graduate programs in Fine Art.

Students continue to explore other areas through completion of their selected elective courses.

BA Art Learning Story-Central Values

Although creating visual art may be considered a solitary endeavor, the Art Department faculty believe in and promote a high level of collaboration and interactivity within all of the studio classrooms. Our expectation is for students to progress towards the positive development of their own personal visual aesthetic while maturing as professional, responsible, and well adjusted individuals.

Group critiques are the common denominator that link all studio classes together from Freshman AR103 to Senior AR425. Faculty rely on each other to maintain this element of consistency as well as place responsibility on the individual students to actively engage in self-evaluation during these sessions.

Formally, during the second semester of their Sophomore year students interested in pursuing the BFA submit themselves and their work to a full faculty review. After the review the faculty determine whether the student should continue down the BFA path. degree (see **Appendix J for BFA or BA review form**)

| <i>Freshman Year</i> | | | |
|----------------------|------------------|----------------------|---------------------|
| Analysis | Technique | Collaboration | Professional |

Foundations courses in Design and Drawing help guarantee all students enter their chosen discipline with similar technical abilities and aesthetic awareness of the basic principles of drawing and design. This allows faculty to move aggressively into their discipline with the confidence students have the vocabulary and formal understanding of the elements of design

Freshman University studies classes of **Critical Writing, Reading, and Research I and II** enhance theatre students' sensitivity to language, develop close reading skills, and expand abilities in creative expression and research skills.

| <i>Sophomore Year</i> | | | |
|-----------------------|------------------|----------------------|--------------|
| Analysis | Technique | Collaboration | Professional |

Broad goals for this period are to provide the environment for artistic expression and growth, challenging feedback, intellectual/aesthetic curiosity, and personal as well as historical understanding of the discipline and methods appropriate to the student's chosen medium.

Art History courses are typically introduced during the Sophomore year and assist students in laying a strong historical foundation for looking at, experiencing and creating their own art. Art History courses may or may not be taken sequentially. It is up to the student to work with their advisors to lay out their choices for art history.

Students

A course in **U.S. Studies** increases theatre students' awareness of cultural diversity of the human experience. Also taken may be the non-sequential course requirements in **Quantitative Analysis** and **Science**, which help to develop logical and systematic thinking processes to balance creative and imaginative ways of knowing the world.

| <i>Junior Year</i> | | | |
|--------------------|------------------|---------------|--------------|
| Analysis | Technique | Collaboration | Professional |

A choice of a **Global Studies** course continues to expand theatre students' awareness of diversity in the world beyond the Western traditions. Also continuing will be courses in a second language, or semiotics or a specific cultural tradition.

Many students choose to take a semester or part of a semester to travel during the junior year or the summer between the junior and senior year. For example, art students have recently returned from experiences in England, Amsterdam, Italy, Spain, and the Four Corners region in the U.S.

| <i>Senior Year</i> | | | |
|--------------------|------------------|---------------|---------------------|
| Analysis | Technique | Collaboration | Professional |

The final year is usually filled with electives and finishing up any art history requirements. Students are allowed to submit work for the annual student art show and are encouraged to explore as many venues for employment in the arts as they desire.

Refer to Appendices B-F for Curriculum Maps and Appendix U for Learning Goals and Advising Map.

Section 4: Assessment Methods

Departmental

To implement its theory/practice model, the Department uses the following department-wide elements for assessment of student learning and curricular development:

- The B.F.A and B.A. curricula are sequentially structured to provide progressive work on skills and knowledge appropriate to the over-arching goals of each degree.
- All students receiving a degree in art are required to take four semesters of Art History including Contemporary Art History Seminar. This specific course is mandatory because it engages the student in collaborative ways and challenges them to respond to current issues in society.
- Four other courses are common to all degree programs: Design I & II, and Drawing I & II. These are considered "universal" art foundation courses and create a level field of knowledge for all art students to begin their college art program.
- All students are invited to participate in the BA/BFA review during the second semester of their sophomore year.
- The results of all portfolio reviews, sophomore & senior reviews, are used to evaluate the learning goals of the curriculum, the progress of students, and the admission process used for evaluating prospective students.
- All students' doing a one-person BFA show are evaluated by their peers and faculty.

In assessing student achievement of learning goals, the following green, yellow, and red assessment rubrics (GYR) will be implemented for 2005-2006:

| Freshmen | Sophomore | Junior | Senior |
|--|---|---|--------------------------------------|
| Green =sufficient progress | Green = progress | Green =excellent progress | Green =excellent achievement |
| Yellow =moderate progress | Yellow =moderate progress | Yellow =progress befitting competency | Yellow =competent achievement |
| Red =insufficient progress to remain in the program | Red =insufficient progress to achievement competency | Red =insufficient progress that falls below competency | Red =incompetent |

Departmental performance indicators will also use the GYR rubric. The following ratings apply as curricular performance indicators:

| Green | Yellow | Red |
|--|---|--|
| Achieving desired outcome in more than 70% of students | Achieving outcome in 65-70% of students | Not achieving outcome in 65% of students |

It is not known at what level the program is achieving using the above rubrics. For 2005-2006, the Department will assess its performance using GYR rubrics for learning goals in both the B.A. and B.F.A. programs.

BFA Studio Art Majors (Painting, Drawing, Printmaking, Ceramics, Sculpture, Photo)

B.F.A. Studio Art Majors use several additional measurements and methods in determining student success and curricular development:

These methods measure the four main learning goals of the B.F.A. program:

- **Professional:** develop professional expectations and work habits relative to the BFA degree standards.
- **Collaborative:** bring students into a working and creative environment that fosters respect for and support of other artists' work.
- **Technique:** visually demonstrate and verbalize the understanding and application of the formal elements within his/her own work and the artwork of others.
- **Analysis:** demonstrate the ability to recognize and cite relevant references for their artwork.

For each goal the following methods are used to measure and assess progress:

- **Professional:** Observation of work habits and initiatives.
 - Assessment findings: Portfolio reviews and faculty written evaluations
- **Collaborative learning:** Individual and group critiques and participation in group exhibits.
 - Assessment findings: Peer evaluation forms from exhibitions
- **Technique:** Ongoing oversight of technical issues for all design projects.
 - Assessment findings: grades and critiques
- **Analysis:** Demonstrate artistic expression and growth, generate challenging feedback, demonstrate intellectual/aesthetic curiosity.
 - Assessment findings: Senior show reviews

BFA Commercial Art/Computer Design Majors

The BFA, Commercial Art/Computer Design uses several additional measurements and methods in determining student success and curricular development:

- Above average work in Design studio classes
- Analysis of student engagement through year-end evaluations
- Semester portfolio evaluations
- Observation of work either in the classroom or for specific clients

These methods measure the four main learning goals of the B.F.A. program:

- **Professional:** develop professional expectations and work habits relative to the BFA degree standards.
- **Collaborative:** bring students into a working and creative environment that fosters respect for and support of other artists' work.
- **Technique:** visually demonstrate and verbalize the understanding and application of the formal elements within his/her own work and the artwork of others.

- **Analysis:** demonstrate the ability to recognize and cite relevant references for their artwork.

For each goal the following methods are used to measure and assess progress:

- **Professional:** Observation and critique of design assignments, and portfolio development are main elements of assessment.
 - Assessment findings: written critiques of design assignments and evaluation forms from portfolio reviews
- **Collaborative:** Observation of interaction between peers and clients.
 - Assessment findings: client feedback
- **Technique:** Ongoing oversight of technical issues for all design projects.
 - Assessment findings: grades and critiques
- **Analysis:** Overview of skill, effort, and creativity of self initiated design projects
 - Assessment findings: successful accumulation and display of contents of portfolio.

BFA Art Therapy Majors

The BFA, Art Therapy uses several additional measurements and methods in determining student success and curricular development:

- Above average work in studio classes
- Analysis of student engagement through year-end evaluations
- Semester portfolio evaluations
- Observation of work either in the classroom or at internship sites

These methods measure the four main learning goals of the B.F.A. program:

- **Professional:** develop professional expectations and work habits relative to the BFA degree standards.
- **Collaborative:** bring students into a working and creative environment that fosters respect for and support of other artists' work.
- **Technique:** visually demonstrate and verbalize the understanding and application of the formal elements within his/her own work and the artwork of others.
- **Analysis:** demonstrate the ability to recognize and cite relevant references for their artwork.

For each goal the following methods are used to measure and assess progress:

- **Professional:** Observation and critique of design assignments, and portfolio development are main elements of assessment.
 - Assessment findings: written critiques of design assignments and evaluation forms from portfolio reviews
- **Collaborative:** Observation of interaction between peers and clients.
 - Assessment findings: client feedback
- **Technique:** Ongoing oversight of technical issues for all design projects.
 - Assessment findings: grades and critiques
- **Analysis:** Overview of skill, effort, and creativity of self initiated design projects
 - Assessment findings: successful accumulation and display of contents of portfolio.

BFA Art Education Majors

The BFA, Art Education uses several additional measurements and methods in determining student success and curricular development:

- Evaluation of Student Teaching - Art Rubric
- Analysis of student engagement through year-end evaluations
- Semester portfolio evaluations and evaluation of teaching skills
- Observation of work either in the classroom or at internship sites

These methods measure the four main learning goals of the B.F.A. program:

- **Professional:** develop professional expectations and work habits relative to the BFA degree standards.
- **Collaborative:** bring students into a working and creative environment that fosters respect for and support of other artists' work.
- **Technique:** visually demonstrate and verbalize the understanding and application of the formal elements within his/her own work and the artwork of others.
- **Analysis:** demonstrate the ability to recognize and cite relevant references for their artwork.

For each goal the following methods are used to measure and assess progress:

- **Professional:** Observation and critique of lesson plans, on site interaction with students and host art teacher
 - Assessment findings: written evaluations, examples of student work
- **Collaborative:** Observation of interaction between other education students and teachers
 - Assessment findings: host teacher feedback
- **Technique:** Ongoing oversight of technical issues for all art projects.
 - Assessment findings: grades and critiques
- **Analysis:** Overview of skill, effort, and creativity of self initiated design projects
 - Assessment findings: successful senior show

BFA Art Management Majors

B.F.A. Art Management Majors use several additional measurements and methods in determining student success and curricular development:

These methods measure the four main learning goals of the B.F.A. program:

- **Professional:** develop professional expectations and work habits relative to the BFA degree standards.
- **Collaborative:** bring students into a working and creative environment that fosters respect for and support of other artists' work.
- **Technique:** visually demonstrate and verbalize the understanding and application of the formal elements within his/her own work and the artwork of others.
- **Analysis:** demonstrate the ability to recognize and cite relevant references for their artwork.

For each goal the following methods are used to measure and assess progress:

- **Professional:** Observation of work habits and initiatives.

- Assessment findings: Portfolio reviews and faculty written evaluations
- **Collaborative learning:** Individual and group critiques and participation in group exhibits.
 - Assessment findings: Peer evaluation forms from exhibitions
- **Technique:** Ongoing oversight of technical issues for all design projects.
 - Assessment findings: grades and critiques
- **Analysis:** Demonstrate artistic expression and growth, generate challenging feedback, demonstrate intellectual/aesthetic curiosity.
 - Assessment findings: Senior show reviews

B.A. Art Majors

- The B.A. in Art assessment is based on standard performance in specific studio areas. The students are expected to be engaged and productive, but are not expected to create at the level of output BFA candidates must perform.

Please Refer to Appendices P-T for: Sophomore Review Form, Senior Review Form, Senior Exit Form, Portfolio Review Evaluation.

Section 5: Assessment Data

In 2005-2006, the Department started the process of creating evaluation forms to institute a year-end evaluation system that functions as its universal assessment and data collection point. The year-end evaluations would provide measured performance indicators to all students in conference meetings on the five major learning goals for all degree plans. Using the data collected from year-end conferences, the faculty would determine curricular performance indicators. The following rubrics was to be used:

GYR Rubrics

| Freshmen | Sophomore | Junior | Senior |
|---|--|--|--|
| Green =sufficient progress Yellow =moderate progress Red =insufficient progress to remain in the program | Green = progress Yellow =moderate progress Red =insufficient progress to achievement competency | Green = excellent progress Yellow =progress befitting competency Red =insufficient progress that falls below competency | Green =excellent achievement Yellow =competent achievement Red =incompetent |

| Green | Yellow | Red |
|--|---|--|
| Achieving desired outcome in more than 70% of students | Achieving outcome in 65-70% of students | Not achieving outcome in 65% of students |

Unfortunately, the faculty were only able to sample test the evaluation forms with a few students and we were unable to implement an across the board evaluation distribution for each year within the major. We were still able to produce results from our normal evaluation methods during our two, full faculty, hurdle sessions for the sophomore and senior reviews. Samples of those may be found in the appendices under P & Q.

Section 6: Analysis of Assessment Results

Using existing evaluation methods, the analysis of the Department's **BFA program** assessment data reveals the following:

1. We have found that generally the senior full faculty review process works well as long as the students are on schedule with their work within the major. Problems may occur for transfer students wishing to jump into the BFA program and students who have changed their emphasis or simply refused to follow the instruction of the faculty member in their specific area.
2. Freshman portfolio reviews have been mostly a formality, in that we have refused very few students based on their work coming into the program. Our pool of students has been too small to not admit any student who shows genuine interest in the program. We have also been very flexible by allowing "Exploratory Study"

- students who have an interest in art but are not sure if they want to pursue the major to be allowed to enroll in the art foundations courses.
3. The sophomore review process is becoming more rigorous and the faculty are developing better methods for steering non BFA candidates back into a positive BA mode. This review process continues to be valuable in helping us maintain a high caliber program. Students are still allowed the option to re-apply for the BFA program if they are judged not ready at the sophomore level.
 4. Design majors will still be allowed to do a senior show but will now be given the Option to utilize the Portfolio Review day as an additional evaluative measure for their work. The Portfolio Review day is designed to also give BA majors exposure for their work and to interact with the profession. It proved very successful this year and as a result three job offers were made with two jobs accepted by design majors.

Collective appraisals based on all departmental assessment activities draw the following conclusions:

Students in the BFA programs are performing at a high level and meeting faculty expectations. The exception may be one or two students per year who are negligent in completing their senior show as planned. These students are not granted a degree until their show is completed.

The highest measure of academic success for our BFA Studio majors is their ability to be accepted into a graduate program. Our success rate in this area is very high for a program of our size (90-95%). This is reflected across the board in Studio, Art Therapy, Art Management.

The highest measure of academic success for our BFA Commercial Art/Design majors is their ability to be employed upon graduation or shortly there after. Our success rate in this area is also very high (90%).

The sophomore review hurdle is doing exactly what it is supposed to do. It assists students and faculty in the decision making process to guide them forward towards a BFA or maintain a path toward the BA. We are taking strong steps to assure BA students have ample opportunities for growth and advancement within their chosen area of interest and that assessment mechanisms are being properly put into place to evaluate their growth.

Sophomore Hurdles Results 2006

All Art major options

| Total soph. students reviewed | Transferred to Other Departments | Approved to continue BFA | Redirected to BA | | |
|-------------------------------|----------------------------------|--------------------------|------------------|----|------------|
| 7 | 0 | 5 | 2 | | |
| Current total=7 | Pass | | Probation | | GYR Rubric |
| Studio Art | 2 | 100% | 0 | 0% | Green |

| | | | | | | |
|----------------|---|------|---|----|--|-------|
| Commercial Art | 2 | 100% | 0 | 0% | | Green |
| Art Education | 0 | 0 | 0 | 0% | | Green |
| Art Mngmnt | 0 | 0 | 0 | 0% | | Green |
| Art Therapy | 1 | 100% | 0 | 0% | | Green |
| Commercial | 2 | 100% | 0 | 0% | | Green |

Senior Review Hurdles Results 2006

All Art major options

| Total BFA | Allowed to draw for date. | | Denied | | Asked to resubmit | |
|------------------|---------------------------|------|-----------|-----|-------------------|------------|
| 16 | 12 | | 4 | | 1 | |
| Current total=16 | Pass | | Probation | | | GYR Rubric |
| Studio Art | 5 | 99% | 1 | 1% | | Green |
| Commercial Art | 6 | 86% | 2 | 14% | | Green |
| Art Education | 2 | 100% | 0 | 0% | | Green |
| Art Mngmnt | 1 | 0% | 0 | 0% | | Green |
| Art Therapy | 2 | 100% | 0 | 0% | | Green |

(New) Design Portfolio Day (juniors and seniors)

| Total Participants | Received positive feedback | % | External Feedback Forms | % | GYR Rubric |
|--------------------|----------------------------|-----|-------------------------|-----|------------|
| 10 | 7 | 78% | 2 | 22% | Green |

Senior Show Reviews

| # of Reviews | Excellent | % | Good | % | Satisfactory | % | Unsatisfactory | % | GYR Rubric |
|--------------|-----------|-----|------|-----|--------------|-----|----------------|----|------------|
| 11 | 2 | 20% | 7 | 60% | 2 | 20% | 0 | 0% | Green |

Section 7: Improvement Plans

2005 Improvement Plans:

Departmental:

- Development and implementation of the year-end evaluation form as the universal assessment data point
- Submitted and received Council on Curriculum approval to change the bulletin text and all accompanying documents to reflect a move from 5 BA in Art offerings to 1 single BA in Art. This move has simplified advising and helped reduce the number of

majors the university offers. Which is in compliance with previous assessment evaluations.

- Department discussion and implementation of the GYR rubric to the year end evaluation. Use all year-end evaluation conferences as the department's universal assessment data collection point for the evaluation and assessment of curricular and student performance
- Implement a capstone experience for students in the BA program
 - Note: Spring '06 saw the implementation of a Designer Portfolio Day held on campus in conjunction with the monthly Decatur Ad Club event. This event provided valuable professional feedback for BA and BFA majors in design and made positive steps toward providing a legitimate evaluation venue for the BA Art major.
- Engage BA students in year-end evaluation conferences similar to those held for students in all BFA programs and coordinate with existing Capstone experiences in a more unified way.
- Discuss GPA requirements to remain in BFA Program.
- Review and update audit sheets
- Review and update website in response to updates from assessment process

2006 Improvement Plans

Focus major attention on getting all faculty to administer the new year end evaluation forms and pay close attention to filling out existing forms for review days. One issue we have found is when a student fails to sign up for their appropriate review day, it can throw the entire process off for that individual. It also makes it very difficult for faculty to maintain the proper tools to do evaluation for that student. We need to find better ways to help standardize these evaluation processes.

Continue to build a stronger BA degree program as a means of offering more flexibility to art majors with less experience or who come into the program with few skills.

Be more proactive in terms of building better retention through more aggressive recruitment effort resulting in a larger pool of students to choose from and enforcing existing hurdle criteria for students who try to side-step the program as it is set up. Working together as a faculty, determine which art major areas may yield more growth potential without impeding on existing curriculum and resources. Examine possibilities for expanding overall offerings in the areas of Graphic Design and Art Management.

A new Junior BFA Confirmation form has been designed to function as a check-off sheet that will work to make sure the BFA candidate stays on task to be able to complete the work necessary to put on a one-person exhibition.

Yearly Assessment Traditions

- Develop a process for disseminating the assessment process to the faculty, planning scheduling and preparing a yearly workshop tradition.

Year-End Evaluations

- Improve timeline of year-end evaluations.
- Improve use of year-end evaluation form in terms of making sure faculty complete the GYR rubric survey.
- Reassess department GYR rubric with regard to the learning story for each year.
- Reassess weight of year-end evaluation GYR to reflect the learning goals.
- Gather feedback from faculty regarding the year-end evaluation process.

Miscellaneous

- Update
- Clarity

A. University & Departmental Mission Comparison

Department of Art Mission Statement:

To provide a creative and scholarly environment for the development of students striving to be professional artists and offer the campus community educational venues for the appreciation of the visual arts.

| University Goal | Professional Success | Citizenship in communities | Personal Life of Meaning and value |
|----------------------|---|--|---|
| Dept. Goals | | | |
| Professionalism | X ...disciplined art professionals... | | X ...as lifelong learners...disciplined and committed artists. |
| Collaboration | | X ...respect for the ideas and work of others... ...active participants in our communities.. ...world at large... | X ...as teacher-artists, student-artists.... ... we explore personal artistic expression and growth.... |
| Technique | X ...mastering our chosen medium... ...understanding the formal elements common throughout the visual arts... | | X ...to challenge and encourage intellectual and aesthetic curiosity... |
| Analysis | X ...disciplined approach to a strong work ethic... ...meaningful work within historical context ... | | X ...have an awareness of how to live a creative life... |
| Personal Disposition | X ...as lifelong learners... | X ...as lifelong learners and active participants in our communities... | X ...spirit and intellect of the individual... |

B. Curriculum Map for BFA Studio Art

C. Curriculum Map for BFA Commercial Art/Computer Design

D. Curriculum Map for BFA Art Education

E. Curriculum Map for BFA Art Therapy

F. Curriculum Map for BFA Art Management

G. Curriculum Map for BA Studio Art

H. BFA/BA Sophomore Review Form

I. Year-End Evaluation Summary Template

J. BFA Studio Art Advising Audit Sheet

K. BFA Commercial Art/Computer Design Advising Audit Sheet

L. BFA Art Education Advising Audit Sheet

M. BFA Art Therapy Audit Sheet

N. BFA Art Management Audit Sheet

O. BA Art Audit Sheet

P. BFA Sophomore Review Form

Q. BFA Senior Review Form

R. Senior Exit Form

S. Portfolio Review Evaluation Form

T. Capstone Evaluation Form

U. Learning Goals and Advising Map