

**Department of Art  
Art Assessment FY08  
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## Executive Summary

During the 08 school year, the Art Department implemented significant changes in major offerings. The Art Management major was dropped in exchange for the development of an Art Business minor through the Entrepreneurship program. Art faculty are engaged in conversation as how best to address the Art Education major and considerations for dropping the option as a major. These efforts are in line with making the department more efficient and more in tune with art faculty load and focus.

Our co-sponsored visiting Artist as Entrepreneurship program continues to be successful. We featured the artist Laura Wilder in Spring 08 and will be featuring *Ray George: The Life of a Printmaker* this fall. The interaction with several facets of the art department curriculum and the Art of Entrepreneurship curriculum has created a powerful exchange of ideas and experiences for our students.

Planning is ongoing for the renovation and use of the Carriage House which will offer expanded upper level studio space, studio space for visiting artists, and resources necessary to launch the Carriage House Press. This new student run enterprise is based on the Art of Entrepreneurship and the Art of Publishing models. It will produce limited edition fine art prints from significant contemporary artists, faculty, alumni and students.

The 2007 High School Invitational Juried Art Show provided the department with a powerful recruiting, marketing, and PR tool for getting high school art students on campus. We look forward to continuing this venue for years to come. The 2008 exhibit is already scheduled for November. The Portfolio Day 08 again proved successful as a mechanism for design students to “exhibit” their work and provide a marketing opportunity for students to obtain jobs. Efforts will continue to refine this venue and make it even more successful.

Faculty met with Phil Vander Weg, visiting artist and retired NASAD consultant, to discuss his perception of how best to proceed with possible submission for membership in NASAD. His remarks were insightful and final decisions as to whether to move forward will be made this year.

Steps to improve the Art Department facilities are being planned and implemented. Projects completed are: Glass divider doors in Studio Gallery, Construction and installation of Salt Fired Kiln for ceramics, installation of permanent out door sculpture by Vander Weg.

Projects planned/in works: Replacing homesote panels in all gallery spaces.

## **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.

## **Section 2: Departmental Snapshot**

The art department offers the Bachelor of Arts degree and the Bachelor of Fine Arts degree in: Commercial Art, Art Therapy, and Studio Art 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 therapy, art business, 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 a retail venue for 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.

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.

## 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) were implemented:

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

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

<b>Green</b>	<b>Yellow</b>	<b>Red</b>
Achieving desired outcome in more than 70% of students	Achieving outcome in 65-70% of students	Not achieving outcome in 65% of students

<b>CORE COURSES</b>	<b>GOAL #1</b> Develop fundamental skills in 2D & 3D art forms	<b>GOAL #2</b> Creatively & professionally work beyond themselves in collaborative ways (*)	<b>GOAL #3</b> Demonstrate mastery relative to their chosen area of art	<b>GOAL #4</b> Demonstrate the ability to analyze their art within the context of art history
AR 103/104	x			
AR 105/106	x			
AR 304				x
AR 360 ()				x
AR 381/425		x		
AR380			x	
AR400 ()			x	
AR470		x		
ET360		x		
EN382		x		

(\*) Elective courses such as *ET 360 The Art of Entrepreneurship* and *EN 382/AR380 Art of Publishing*, provide excellent real world experiences.

## Section 5: Assessment Data

<b>Goals</b>	<b>Expected Outcomes</b>
<p><b>GOAL #1</b> Develop fundamental skills in 2D &amp; 3D art forms</p>	<p>AR103/105 AR104/106</p> <p>DATA POINT</p> <p><i>Portfolio/project submissions with subsequent faculty evaluation and group critique participation.</i></p> <p>Green: Yellow: 50-60% of beginning art students achieve a B or better in the foundation courses. Red:</p>
<p><b>GOAL #2</b> Creatively &amp; professionally work beyond themselves in collaborative ways</p>	<p>AR381 AR425 AR470</p> <p>DATA POINT</p> <p><i>Build a professional portfolio, develop interview skills, gain understanding of art market and opportunities for making a living as an artist.</i></p>
<p><b>GOAL #3</b> Demonstrate mastery relative to their chosen area of art</p>	<p>AR380 AR400 ()</p> <p>DATA POINT</p> <p><i>Total immersion in select studio areas either as upper level courses or directed study "practicums".</i></p> <p>Green: x Yellow: Red:</p>
<p><b>GOAL #4</b> Demonstrate the ability to analyze their art within the context of art history</p>	<p>AR304 Contemporary Seminar in Art History AR400 () Any sequential or topics in art history</p> <p>DATA POINT</p> <p><i>Evaluation of written papers, tests, and or projects related to art history</i></p> <p>Green: Yellow: Red:</p>

## Section 6: Analysis of Assessment Results

<b>GOALS</b>	<b>DATA</b>
<b>GOAL #1</b> Develop fundamental skills in 2D & 3D art forms	50-60% of beginning art students achieve a B or better in the foundation courses.  YELLOW
<b>GOAL #2</b> Creatively & professionally work beyond themselves in collaborative ways	90% + of art majors receive "high" marks for their internships or work in ET360 & EN382. 90 + Design majors are employed by their internship placement jobs or turn down job offers to pursue other opportunities  GREEN
<b>GOAL #3</b> Demonstrate mastery relative to their chosen area of art	90% + of the students taking upper level studios received a grade of 90% or better.  GREEN
<b>GOAL #4</b> Demonstrate the ability to analyze their art within the context of art history	<i>In Art 303 Modern Art History: 32% A, 44% B, 12% C, 8% D, with one Incomplete.</i>  GREEN

## Section 7: Improvement Plans

### Departmental:

Assess changes made to our major offerings (Art Management & Art Education) to determine the impact on the overall program and to identify expanded opportunities that may arise from the changes.

Evaluate how the collaborative efforts we have built with other departments (BlueConnection – A of E,, BronzeMan Books – English) are impacting our traditional programs and determine methods for long term sustainability. We also need to have careful consideration as we bring on new enterprises (Carriage House Press.)

Although departmental recruitment and marketing have improved through our High School Art competition, efforts to be more visible both locally and nationally need to increase. We need to be more efficient and be more proactive with marketing the art program as well as all the major exhibitions that we host.

