

**Department of Art
Art Assessment FY07
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Executive Summary

During the 07 school year, the Art Department implemented the year-end evaluation for seniors as was outlined in last years assessment document. The results were mixed in that some students took it seriously and some did not. Those that did not, appeared to consider it a last minute inconvenience. Those that did, gave some honest and revealing feedback. The analysis of the remarks would place our overall approval rate in the “yellow” category with much room for improvement.

Common concerns were facilities, faculty/student personality conflicts, and adjustments to the curriculum to reduce redundancies and provide for more variety. On the positive side, the overall ratings for the Art Department were higher than the overall rating for the university education as a whole, ie: art majors liked the art department better than the university studies (not a surprise). Audit sheets have been updated and work on the updating the website is moving forward.

The department is still looking at ways to generate valuable year-end data from each level of students while still relying heavily on the sophomore and senior review process. The sophomore review process is becoming much more effective in guiding students to the BA major and still functioning as a legitimate hurdle for maintaining rigor and entrance to the BFA degree.

As discussed last year, the Portfolio Day 07 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 are considering changing the Art Capstone to be an integrated part of the Art of Entrepreneurship course block. Entrepreneurship faculty are willing to support this change. However, we are still unsure about implementation. It seems like an idea with merit and will continue to be evaluated by the art faculty until a solution is found.

Faculty are researching their individual areas to see if NASAD accreditation is possible. We will continue the discussion within the department to determine the pros and cons of moving forward with accreditation.

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 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 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:

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

CORE COURSES	GOAL #1 Develop fundamental skills in 2D & 3D art forms	GOAL #2 Creatively & professionally work beyond themselves in collaborative ways (*)	GOAL #3 Demonstrate mastery relative to their chosen area of art	GOAL #4 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

Goals	Expected Outcomes
<p>GOAL #1 Develop fundamental skills in 2D & 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>GOAL #2 Creatively & 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>GOAL #3 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>GOAL #4 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

GOALS	DATA
GOAL #1 Develop fundamental skills in 2D & 3D art forms	50-60% of beginning art students achieve a B or better in the foundation courses. YELLOW
GOAL #2 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
GOAL #3 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
GOAL #4 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:

Continued evaluation of curriculum must be undertaken with specific attention given to the Art Ed and Art Therapy majors.

The Art Management major needs an integrated solution with the Art of Entrepreneurship course block and faculty responsibility needs to be assigned taking into consideration the institutional investment and future opportunities. We need to move forward with efforts to improve the curriculum and change the name to Art Business.

Departmental recruitment and marketing need to improve. Efforts to be more visible both locally and nationally could be gained with the Carriage House visiting artist program and open studio days.

Work is underway to implement a High School Invitational Art Exhibit to improve relations with regional art instructors as well as students and parents. We believe there is a great opportunity to access good art major candidates by bringing the exhibit to Millikin.

The BlueConnection continues to be successful and yielded its first year of monetary profit as a business. It is still heavily underwritten with grants and unclaimed student worker hours but the laboratory is working very well. The biggest concern has to do with continued support and future implementation issues related to faculty load and responsibility.