

**Department of Art  
Art Assessment FY09  
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## **Executive Summary**

During the 08-09 school year, as discussed in our 08 assessment, we removed the Art Education major from our formal offerings and have established clear measures for promoting and supporting the Teaching Certification for Art Education through the Education Department. This administrative alteration slightly changed Professor Russo's load. However, it will allow her to focus greater teaching efforts on Art Therapy. We changed the name of the Commercial Art/Computer Design major to Graphic Design/Computer Art, in an effort to be more clear and marketable to prospective students and parents. This option had been an ongoing debate within the department and with the Registrar for several years. Now seemed like the appropriate time to make this "technical verbiage" change. We also formally added the Typography class for Graphic Design majors.

Our co-sponsored visiting Artist as Entrepreneurship program continues to be successful. The Ray George exhibit was one of the most significant and rewarding exhibitions we have done. We continue to have residual benefits from engaging in this effort. Other exhibits in the Perkinson Gallery included the Phil Vanderweg – Sculpture, National Tea Pot Invitational, Abraham Lincoln Postcard Exhibit, and Shawn Sheehy – Book Arts. The Birks Museum hosted the Dick Ferry Dog Figurine exhibit and the newly acquired collection of paperweights from the Paddock family.

With the new addition of Allison Lacher as the Manager of the BlueConnection, the student run gallery is holding its own as it continues to command a significant role in the visual arts in Decatur.

The Universities financial distress has slowed planning efforts to begin classes in the Carriage House. However, significant advances have been made by individual effort on the part of Lyle Salmi and volunteer student helpers to install the Ray George press and do major house cleaning and installation of walls in preparation for the full renovation when monies become available. We believe the Carriage House will meet all expectations for a unique studio space and public venue for highlighting our own faculty, students and visiting artists in the future.

The 2008 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 2009 exhibit is already scheduled for November. The Portfolio Day 09 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.

I am proud to state that ALL of the Art Department facility enhancement projects we had planned last year were implemented. They included: Glass divider doors in Studio Gallery, Construction and installation of Salt Fired Kiln for ceramics, installation of permanent out door sculpture by Vander Weg. Replacing homesote panels in two of our four gallery spaces plus two walls at the Blue Connection.

## **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: Graphic Design, 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	Achieving outcome in 65-	Not achieving outcome in

outcome in more than 70% of students	70% of students	65% of students
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<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 <i>Portfolio/project submissions with subsequent faculty evaluation and group critique participation.</i> 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 <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 <i>Total immersion in select studio areas either as upper level courses or directed study "practicums".</i> 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 <i>Evaluation of written papers, tests, and or projects related to art history</i> 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:

Goals for 09-10 include:

1. Investigation of opportunities to implement a Design Camp for high school age students interested in Graphic Design, with an emphasis on hands-on projects centered around renewable or recycled material connected to industries in Decatur such as scrap metal, scrap glass, recycled paper, recycled electronics, etc....
2. Reconfigure the old woodshop to better handle our framing, matting and conservation needs within the department and overall campus.
3. Finish what we can on the Carriage House as funds and manpower allow.
4. Work with our visiting sculpture artist Ron Ludlow to get another outdoor sculpture on campus. (Also, look at the circle space in front of Kirkland for a permanent sculpture.)
5. Strengthen the Art Therapy program and work towards collaborative arrangements with the new Cancer Center near Decatur Memorial.

