

# **Department of Art**

## **Art Assessment AY 12-13**

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### **Executive Summary**

During the **12-13 Academic year**, the following changes were made:

A proposed change in major track, BFA degree in Art ,with an emphasis in Entrepreneurship was drafted and worked on over the year by Dept Chair Lyle Salmi and A&E Instructor William Warren. This proposal was presented to the Council on Curriculum on Wednesday May 1, 2013. The council decided that there were certain inconsistencies and corrections that needed to be made, so the proposal was tabled until the Fall 2013 semester. We anticipate the proposal passing and having the change in degree offering as part of our 2014 curriculum.

We still anticipate allowing Professor Russo to focus greater teaching efforts on **Art Therapy**, as we expect this area to offer more specificity/courses regarding curriculum. We are poised to consider growing the Art Therapy offerings, as this is an important area of emphasis, and we should make the necessary efforts to allow this to become one of our signature programs, as not many undergraduate institutions offer this degree. Professor Russo's commitment to the **Cancer Care Institute** as one of the opportunities for art therapy students shows considerable promise. Of course, it would greatly benefit us if we were a program certified by the **American Art Therapy Association**. I have asked professor Russo to look into this, and to provide the Art Dept with a consistent 200, 300, and 400 level sequencing in terms of our Art Therapy curriculum.

Commensurate with new offerings in Art Therapy, it would necessitate the department to find a solution for our **Foundations Drawing and Design** curriculum, which has been taught by Professor Russo, and adjuncts. There is a need for establishing continuity and commitment to Foundations teaching, as these courses provide the bedrock foundations for thinking and working visually. This is an area we can develop more fully.

Another area in which we need to move forward is our **Graphic Design/Computer Art** curriculum, in an effort to be more clear and marketable to prospective students and parents. We are in need of some serious curricular and technical support in order to remain competitive with our peer institutions. Since this area is industry driven, the necessary changes must be evaluated and updated regularly. We believe this area could become another signature program, able to become the majority in terms of number of students in our department. Professor Walker's proposal to offer upper level design students the ability to work in a professional **Ignite Design Studio** suggests an important opportunity for providing students with direct entrepreneurial learning. This definitely needs to be supported by the university in terms of facility and infrastructure.

We envision this area to have potential as part of the proposed **CFA Intermedia** course offerings

Our co-sponsored **Visiting Artist as Entrepreneurship** program continues to be successful. Some examples of integrating the entrepreneurship program include:

**Perkinson Gallery:**

Aug 30-Sept 27 **Joan Hall "Red Sky in Mourning"**

October 3-Oct 24 **Johnny Power**, Photography

October 28-November 9, **A\*C\*E\* Annual High School Art Show**. Reception and awards November 9

**Carriage House Press:**

**Visiting Artist in Printmaking, Benjamin Rinehart**, Lawrence University, will be on campus September 30-October 5, 2013. Rinehart will be working on a print at Carriage House Press and will be available for critiques with students.

The Art Department and Carriage House Press paired with the efforts of William Warren as the Manager of the **Blue Connection**, the student run gallery is continuing to provide students with "real world" hands-on managerial, marketing, and advertising experiences as it continues to command a significant role in the visual arts in Decatur. The latest changes have been to change the After 5 Live events to focus on specific group shows that highlight the distinctive areas of study, i.e Painting/Drawing, Printmaking, Sculpture/Ceramics, Graphic Design/Photography.

## 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

**Faculty: 5FT, 2PT**

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.

For **Fall of 2012**, the distribution and number of students in the art department were as follows:

BFA	
Studio Art	15
Graphic Design	15
Art Therapy	16
Art w K-12	3

BA	21
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**Total Art majors: 70**

For **Spring of 2013**, the distribution and number of students in the art department were as follows:

BFA	
Studio Art	15
Graphic Design	11
Art Therapy	15
Art Education	4

BA	24
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**Total Art majors: 69**

\*denotes double major: Art Therapy/Education No double majors (art therapy/art ed)

**For AY 2012-13, we have the following figures regarding portfolio reviews/admits.**

For Fall 2012:

114 applicants, 99 Frosh, 14 transfer

19 live admits

51 cancelled before acceptance

44 cancelled after acceptance

0 were denied  
20 paid in advance

*20- portfolios were reviewed as of 6/4/13. 15 Freshman, 7 transfer students.*

**Summary:** Our total apps were down from 131 to 114, with 19 live admits, down from 33, 51 cancelled before acceptance, as opposed to 34 last year. We were about the same in portfolio reviews (20) as of 6/4/13. We are up in transfer students to 7, from 3 last year. Our total number of majors is down to 70 from 81 last year.

**Conclusion:** Possibly more students enrolling in community colleges for the AA degree as evidenced by our increase in transfer students. Our apps need to increase, and we need to have out publicity materials updated in order to compete with other institutions. Both our website and collateral materials are not where they need to be. Possibly a CFA recruiter would help. Key facilities upgrades would no doubt improve the numbers that cancel after acceptance. It seems we could do a better job of marketing our **Art Therapy** program, finding ways to high light the uniqueness of this area of study. The proposed addition of the **BFA with Entrepreneurial Emphasis** suggests an opportunity for recruiting additional students.

Students are admitted to the art program as BA majors through a portfolio review process and only after being admitted to the University. During Spring semester sophomore year, students are reviewed to determine their eligibility to pursue the BFA degree. All art majors are reviewed again in the Fall of their senior year.

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 Blue Connection" 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 3: Departmental Learning Stories

### BFA Degree

#### 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/individual 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, the evaluation of others, and the ability to interpret, analyze and communicate a visual vocabulary during these sessions.

Formally, during the second semester of their sophomore year, all art students are required to participate in the **sophomore review**.. After the review the faculty determine whether the student should continue work towards either the **BA** or the **BFA** degree (see **Appendice J for BFA or BA review form**)

<i>Freshman Year</i>			
Analysis	<b>Technique</b>	Collaboration	Professional

**Foundations** courses in Design and Drawing help ensure 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>			
<b>Analysis</b>	<b>Technique</b>	<b>Collaboration</b>	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.

All majors will begin to consider their respective areas of study/emphasis, and perhaps whether to pursue the BA or BFA Degree.(See Sophomore Review)

For **BFA** students wishing to obtain the **K-12 teacher certification**, consult the education department regarding requirements.

**Graphic Design** 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.

**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.

**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 his/her advisor 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.

**International Cultures/Structures** courses provide students with important knowledge of diverse cultures and societies.

<i>Junior Year</i>			
<b>Analysis</b>	<b>Technique</b>	<b>Collaboration</b>	Professional

Assessment in the areas of studio occurs repeatedly over the year in various ways. First and perhaps foremost is the portfolio assessment. For the **BFA track in Studio Art**, (Drawing, Figure Drawing and Printmaking courses) a student must turn in 2 or 3 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.

**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.

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 to satisfy their **off-campus learning requirement**. For example, art students have recently returned from experiences in England, Amsterdam, Italy, Spain, and the Four Corners region in the U.S.

**Public Speaking/Communications** courses provide the necessary communicative skills to succeed in an ever changing world.

<i>Senior Year</i>			
<b>Analysis</b>	<b>Technique</b>	Collaboration	<b>Professional</b>

The final year for the **BFA** track stresses professional growth through integration and application of analytical, technical, and/or 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.

**Graphic Design** students will typically assemble a professional portfolio to present to prospective employers/clients. **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. Students continue to explore other areas through completion of their selected elective courses.

The final year for **Art Therapy** students 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.

## 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: *Note: We still have not collected sufficient data from AR 103/104, 105/106, 304 to make a qualitative assessment/ analysis of the course common to Art Majors.*

Assessment Rubric (taken from Fine Arts Requirement Assessment Report, 2009)

	Excellent (Green—Go)	Adequate (Yellow—Caution)	Nominal (Red—Stop)	Points
Goal 1	An excellent response demonstrates a highly developed understanding of the expressive possibilities and techniques in the arts area studied  [5 points]	An adequate-response contains a passive attempt at the major aspects of the art's medium. The response reflects an understanding of the concepts, but does not actively engage with the structure or strategy and/or play of ideas.	A nominal response contains an incomplete attempt at expression or misunderstanding of the major aspects of the art medium.  [1 point]	

		[3 points]		
Goal 2	An excellent response contains either careful, well-supported, and well-positioned judgments with language of the medium and/or active conversation concerning personal or an individual's or group's response. [5 points]	An adequate response contains only some careful, supported and positioned judgments and/or passive engagement with the arts.  [3 points]	A nominal response contains no judgments about the arts.  [1 point]	
Goal 3	An excellent response demonstrates a highly developed understanding of the methods of production or performance of others and of own work. [3 points]	An adequate response demonstrates an attempt to understand the expression, methods of production or performance of others and of own work. [2 point]	A nominal response demonstrates a minimal attempt to understand expression, method of production or performance of others and of own work.  [1 points]	

Total Points for this Student:

Final Signal Rating:

Excellent (Green—Go)	Adequate (Yellow--Caution)	Nominal (Red—Stop)
10.5-13	7-10.5	1-6

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(from AY 09-10)

<b>Goals</b>	<b>Expected Outcomes</b>
<b>GOAL #1</b> Develop fundamental skills in 2D & 3D art forms	AR103/105  AR104/106  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:
<b>GOAL #2</b> Creatively & professionally work beyond themselves in collaborative ways	AR381  AR425 AR470  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>
<b>GOAL #3</b> Demonstrate mastery relative to their chosen area of art	AR380  AR400 ()  DATA POINT <i>Total immersion in select studio areas either as upper level courses or directed study "practicums".</i> Green: x Yellow: Red:
<b>GOAL #4</b> Demonstrate the ability to analyze their art within the context of art history	<b>AR304 Contemporary Seminar in Art History</b>  <b>AR400 () Any sequential or topics in art history</b>

	<p><b>DATA POINT</b></p> <p><i>Evaluation of written papers, tests, and or projects related to art history</i></p> <p><b>Green:</b></p> <p><b>Yellow:</b></p> <p><b>Red:</b></p>
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## Section 6: Analysis of Assessment Results

<b>GOALS</b>	<b>DATA</b>
<p><b>GOAL #1</b> Develop fundamental skills in 2D &amp; 3D art forms</p>	<p>50-60% of beginning art students achieve a B or better in the foundation courses. Student application /understanding of design principles needs reinforcement in upper level studio classes.</p> <p><b>YELLOW</b></p>
<p><b>GOAL #2</b> Creatively &amp; professionally work beyond themselves in collaborative ways</p>	<p>90% + of art majors receive "high" marks for their internships or work in ET360 &amp; EN382. BFA studio majors often receive full scholarships to graduate school.</p> <p><b>GREEN</b></p>
<p><b>GOAL #3</b> Demonstrate mastery relative to their chosen area of art</p>	<p>90% + of the students taking upper level studios received a grade of 90% or better.</p> <p><b>GREEN</b></p>
<p><b>GOAL #4</b> Demonstrate the ability to analyze their art within the context of art history</p>	<p><i>In Art 304 Modern Art History: students demonstrate their understanding of the subject through tests and essays, along with the anecdotal responses to the context of their own work in studio critiques, discussion, artist statement</i></p> <p><b>GREEN</b></p>

## Section 7: Assessment for Sophomore & Senior Reviews

**ART DEPARTMENT SOPHOMORE REVIEW – Student Name \_\_\_\_\_**

**GOAL 1: Develop fundamental skills/knowledge in 2D/3D art forms.**

**GOAL 2: Able to work creatively and professionally both individually and/or collaboratively.**

**GOAL 3: Demonstrates proficiency/understanding in own work and/or the work of others.**

**GOAL 4: Demonstrates the ability to analyze/discuss their art in the context of art history.**

	Excellent (Green—Go)	Adequate (Yellow—Caution)	Nominal (Red—Stop)	Points
Goal 1	An excellent response demonstrates a highly developed understanding of the expressive possibilities and techniques in the arts area studied  [4-5 points]	An adequate-response contains adequate attempt at the major aspects of the art’s medium. The response reflects an understanding of the concepts, but marginally engages the structure or strategy and/or play of ideas.  [2-3 points]	A nominal response contains an incomplete attempt at expression or misunderstanding of the major aspects of the art medium.  [1 point]	
Goal 2	An excellent response contains either careful, well-supported, and well-positioned judgments with language of the medium and/or active conversation concerning personal or an individual’s or group’s response. [4-5 points]	An adequate response contains only some careful, supported and positioned judgments and/or passive engagement with the arts.  [2-3 points]	A nominal response contains no judgments about the arts.  [1 point]	
Goal 3	An excellent response demonstrates a highly developed understanding of the methods of production or performance of others and/or own work. [4-5 points]	An adequate response demonstrates an attempt to understand the expression, methods of production or performance of others and/or own work. [2-3 points]	A nominal response demonstrates a minimal attempt to understand expression, method of production or performance of others and/or own work.  [1 point]	

Goal 4	An excellent response to analysis/discussion of artwork/ideas/aesthetic issues. Well-reasoned responses to relationship of own work to larger art world [4-5 points]	An adequate response to analysis/discussion of artwork/ideas/aesthetic issues. Average responses to relationship of own work to larger art world. [2-3 points]	An nominal response to analysis/discussion of artwork/ideas/aesthetic issues. Minimal or no responses to relationship of own work to larger art world  [1 point]	
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**Total Points for this Student:**

**Final Signal Rating:**

Excellent (Green—Go)	Adequate (Yellow--Caution)	Nominal (Red—Stop)
15-20	10-14	1-9

**The following data is for Spring Semester, 2013, using the Green/Yellow/Red rubric to assess our art students during their reviews. We use this same system when we review our Seniors in the Fall.**

Sophomore Art Majors reviewed: 18

Each student was rated by every professor (5). The ratings were tallied and averaged for the student's final rating.

6 BFA students received the Green rating  
 2 BFA students received the Yellow rating  
 0 BFA students received the Red rating

6 BA students received the Green rating  
 2 BA students received the Yellow rating  
 2 BA students received the Red rating

Students receiving either Yellow or Red ratings are encouraged to work closely with their advisor and/or their area faculty in order to make the necessary improvements in their work.

## Section 8: Improvement Plans

**Departmental:**

**Goals for 13-14 include:**

1. Continue to move ahead with plans to develop **BFA with Emphasis in Entrepreneurship** as a unique degree combining **art & entrepreneurial** methods and **connecting theory/practice**. Will submit proposal to Council on Curriculum Fall 2013.

2. 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....

3. Continue to move ahead with plans to develop **Carriage House Press** as a unique way for artists and students to work side-by-side, combining **entrepreneurial** methods and **connecting theory/practice**.
4. Continue to find ways to **Strengthen** our **Graphic Design and our Studio** programs by renewing our infrastructure, curriculum, and supporting hardware/software needs. Determine the direction/needs as per Graphic Design and its connections with **Digital Photography. (Create a Design Studio)**
5. Continue to **Strengthen** the **Art Therapy** program curriculum in relation with the **DMH Cancer Center**. Provide additional sequencing of coursework.
6. Anticipate the needs and plan accordingly to provide stability and intentionality in our **Foundations Curriculum**.
7. Update digital photo area with high end color printer.
8. Create more **intentionality** to **Perkinson Gallery** as a **learning experience** by allowing student gallery assistants work for credit, rather than only work study.
9. Create a pool of **upper level art majors** willing to meet with **prospective students** in order to create the opportunity for **connections** and enrich the experience of potential incoming freshmen.
10. Create a **BFA Friday Forum** in conjunction with their capstone coursework, as requested by our graduating seniors.