

**Department of Art
Art Assessment FY10
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Executive Summary

During the 09-10 school year, the Art Department entered into a formal agreement with the Cancer Care Center in Decatur to provide Art Therapy support for patients and families. The joint venture allows Art Therapy students to intern in a specific learning capacity while providing a valuable service to the CCC. The CCC, in turn, provides us with an excellent studio space and support for faculty and students to make the whole effort productive. It is an evolving relationship, as exemplified by the addition of a satellite retail space for the BlueConnection student run art gallery.

The BlueConnection now has a new manager in B.J. Warren who was instrumental in carrying through with the CCC agreement to set up the retail space. He has demonstrated his management skills as well as teaching ability in this very unique and sometimes difficult position. The BlueConnection continued to provide training for art students as well as exhibition opportunities and a dynamic entertainment schedule with regularly scheduled After 5 Live events throughout the year.

The Carriage House press began to offer upper level students the opportunity to produce prints and formally launch the entrepreneurial enterprise under the skilled guidance of Lyle Salmi. The fall semester offered a chance to explore the possibilities without over extending resources or faculty. We will have to carefully balance the weight of taking on additional space as related to security, faculty load, student access, and the need for self sustainability.

The 2009 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. The Art Department continues to maintain solid marketing efforts to reach our enrollment goals with very little cost to the university.

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:** We are still trying to balance the load for advising while maintaining a quality experience for students. These issues will be addressed as we re-evaluate our design curriculum and faculty loads.
- **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> Yellow: 50-60% of beginning art students achieve a B or better in the foundation courses.</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> Yellow: X The addition of the capstone has caused more confusion than assistance in this area. We need to readdress how we deliver these skills.</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> Green: x</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> Green: X</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:X Foundation courses are critical to success at the upper level studios. There are several issues that contribute to concerns for foundations. Recruitment, faculty load/distribution, facilities, competition, etc.
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:

Goals for 10-11 include:

1. Look at foundation courses and how we currently are delivered.
2. See how to re-organize Design curriculum to address technology needs, faculty loads and opportunities for increased enrollment.
3. Re-evaluate our entrepreneurial expansion to determine how it is impacting our traditional majors and the quality of teaching that is being produced as a result – both good and bad.

