

Department of Art

Art Assessment AY 10-11

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Executive Summary

During the **10-11 Academic year**, we have seen some changes, namely in terms of governance structure as former chair Edwin Walker (on Sabbatical Spring 11) has been given the opportunity to renew his focus as a faculty member without the extra responsibilities associated with chairing the department. As a result, the duties of the chair will officially commence with Lyle Salmi beginning Fall of 2011. Due to this transition, the information from Fall 10 and Spring 11 has taken a bit longer to assemble.

With the **Art Education** major no longer offered through the Art Department, it will allow Professor Russo to focus greater teaching efforts on **Art Therapy**, as we anticipate 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**.

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 **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. In addition, Professor Walker's **Art of Publishing** curriculum provides students with real hands-on learning while also creating a marketable product, as evidenced in the publication "**Monsters Don't Read**".

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

Perkinson Gallery:

Walter Bock Exhibition:

Professor Walker is working with the Walter Bock estate to assist in the cataloging, restoration, promotion and marketing of his life's work.

We have done small exhibitions focusing on a specific artistic output, such as "dandelion paintings" and "wax drawings". The biggest challenge is funding the efforts.

Ron Fondow Sculpture Exhibition & Lecture

Bill Conger Exhibition & Lecture

Jodi Birdwell Exhibition & Lecture

Carriage House Press:

*Editioned ,hand printed series working with Sculptor **Rob Neilson**, the October 2010 Perkinson Gallery Artist. Rob is Associate Professor of Art at Lawrence University in Appleton, Wisconsin. Project completed October 2010.

*Editioned ,hand printed mixed media series working with artist **Jodi Birdwell**, the February 2011 Perkinson Gallery Artist. Project ongoing.

*Editioned ,hand printed photocopy etchings entitled "Lakeshore" with artist **Carole Hennessy** Project completed May 2011.

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. It is important to note that we also incorporated the Entrepreneurship Minor into our BA and BFA offerings. This curricular addition was made possible due to the efforts of the Center for Entrepreneurship and William Warren.

The 2010 **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 2011 exhibit is already scheduled for November, and we look forward to this event as it continues to evolve and grow.

To date, the following Art Department facility enhancement projects we had planned last year were implemented: Wireless access for KFAC, updated computer projection system for studio art area, installation of computer in printmaking studio, replaced/updated Perkinson Gallery carts. Ceramics kilns were re-built over the summer of 2010.

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 2010**, the distribution and number of students in the art department were as follows:

BFA	
Studio Art	21
Graphic Design	27
Art Therapy	7
Art Education	*3

BA	21
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Total Art majors: 79

For **Spring of 2011**, the distribution and number of students in the art department were as follows:

BFA	
Studio Art	19
Graphic Design	24
Art Therapy	6
Art Education	*3

BA	28
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Total Art majors: 79

*denotes double major: Art Therapy/Education

For AY 2011-12, we have the following figures regarding portfolio reviews/admits.

12 portfolio reviews - new freshman - registered at O & R

1 portfolio review - new freshman - registered at O & R as Ex. Studies

1 portfolio review - new freshman - not registered, not canceled - out of country, in Munich, Germany (has a U.S. address too)

13 portfolio reviews - new freshman - canceled before registration completed

27- new freshman portfolio reviews total

2 portfolio reviews - transfer students - registered

4 portfolio reviews - transfer students - not registered yet

6 portfolio reviews - transfers total

33 total portfolio reviews total as of 6/15/11

14 registered for fall total (plus 1 Ex. Studies) - new freshman/transfers as of 6/15/11

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	Technique	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>

Analysis	Technique	Collaboration	Professional
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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>			
Analysis	Technique	Collaboration	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 thee 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>			
Analysis	Technique	Collaboration	Professional

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	An adequate-response contains a passive attempt at the major aspects of the art's medium. The	A nominal response contains an incomplete attempt at expression or	

	possibilities and techniques in the arts area studied [5 points]	response reflects an understanding of the concepts, but does not actively engage with the structure or strategy and/or play of ideas. [3 points]	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. [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	GOAL #2 Creatively &	GOAL #3 Demonstrate mastery	GOAL #4 Demonstrate the ability to
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	fundamental skills in 2D & 3D art forms	professionally work beyond themselves in collaborative ways (*)	relative to their chosen area of art	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)

Goals	Expected Outcomes
GOAL #1 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:
GOAL #2 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>
GOAL #3 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:
GOAL #4 Demonstrate the ability to analyze their art within the context of art history	AR304 Contemporary Seminar in Art History AR400 () Any sequential or topics in art history DATA POINT <i>Evaluation of written papers, tests, and or projects related to art history</i> Green: Yellow: Red:

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. Student application /understanding of design principles needs reinforcement in upper level studio classes. 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. BFA studio majors often receive full scholarships to graduate school. 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 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> GREEN

Section 7: Improvement Plans

Departmental:

Goals for 10-11 include:

1. Create a more **transparent/efficient means** in which to gather, interpret, and share key **departmental assessment data** from our **AR 103/104, 105/106, 304** in terms of the **Green/Yellow/Red** rubric.
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. **Reconfigure the old woodshop** to better serve our **photo/graphic design** students
4. 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**.
5. **Strengthen** our **Graphic Design** program 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)**
6. **Strengthen** the **Art Therapy** program curriculum in relation with the new Cancer Center. Provide additional sequencing of coursework.
7. Anticipate the needs and plan accordingly to provide stability and intentionality in our **Foundations** curriculum.
- 8 **Replace** antiquated drawing studio furniture & update photo darkroom
9. Create more **intentionality** to **Perkinson Gallery** as a **learning experience** by making student gallery assistants for credit, rather than work study.
10. 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.