

Annual Goals for Art

2010-2011

Title:	Initiate Art Department five year program review.
Description:	Working collaboratively, the Art Department will begin its five year program review process following the guideline provided by the Office of Planning, Assessment and Institutional Effectiveness.
Budget:	0.00
University Goals:	1
Strategic Goals:	
Responsibility:	Department Chair
Participation:	All Art Faculty
Results:	The Department of Art Five Year Program Review cycle begins at 2006-07 academic year and end at 2010-11 following the guideline provided by the Office of Institutional Research, Planning and Assessment. The completed report in electronic format was submitted on June 30, 2011.
Actions:	This program review identified 10 issues for improvement covering the area of Faculty and Staff, Curriculum, and Facility and Equipment. No actions have been taken relative to these issues since the review process has just been completed.
Improvements:	Five of the ten issues are concerned with the curriculum of our program. They are: the development of the Art Department QEP, online course evaluation, standardization of curriculum rubrics, study abroad course offering and alumni and employer surveys. The department will begin addressing these issues in the coming academic cycle.

Title:	Obtain NASAD final approval of BFA in Digital Media.
Description:	Submit to National Association of Schools of Arts and Design, our accreditation agency, the Final Approval for Listing application for BFA in Digital Media concentration.
Budget:	0.00
University	1

Goals:

**Strategic
Goals:**

Responsibility: Department Chair

Participation: Digital Media Faculty

Results: Unofficial transcripts of eight BFA in Digital Media graduated were carefully examined. The review indicated that there have been inconsistencies in our scheduling of course offerings, problems with course title entry in Banner, and too frequent course substitutions since the graphic design concentration was phased out and the digital media concentration was implemented in 2005. A decision was made to postpone final approval for listing application for the digital media concentration until Spring 2012.

Actions: The department has proposed changes in course scheduling, numbers, titles and descriptions to eliminate these problems. The content of AR449 Advanced Digital Media has been divided into a sequence of five courses (AR461, AR462, AR463, AR464, AR465). Course syllabi were updated and the new course titles and numbers will be reflected in the students' official transcript beginning in Fall 2011.

Improvements: Not applicable

Title: Investigate the animation curriculum further.

Description: Complete the last phase of animation curriculum research; determine the degree of implementation that is realistically feasible.

Budget: 200.00

**University
Goals:** 1

**Strategic
Goals:**

Responsibility: Department Chair

Participation: Digital Media Faculty

Results: In response to potential collaboration with Haikou Economic College in China in developing a program in animation, the department has developed a tentative curriculum that includes the need to develop four new courses. Ms Kim, our digital media instructor developed syllabi for the above mentioned courses.

Actions: The potential collaboration did not materialize and the plan to propose the

animation concentration was dropped because of logistical difficulties in implementing the program.

Improvements: Alternative to proposing a new animation concentration, the department renewed its commitment to promote the B.F.A. in Digital Media.

Title: Implement Exit Review Graduation Exhibition.

Description: Finalize the department guidelines for Graduation Exhibition for BFA, BA, BS, and BS/ED degree candidates; begin implementation in Fall 2010.

Budget: 1000.00

University Goals: 1,2

Strategic Goals:

Responsibility: Department Chair

Participation: Studio Art Faculty

Results: The Graduation Exhibition was implemented beginning in Fall 2010. A total of 18 graduating seniors participated. Each of the students created a coherent body of work beyond their regular course requirements. A midterm progress check was scheduled to ensure their timely development. The students received mentoring from their studio art faculty advisors. A panel of faculty assessed the Graduation Exhibition.

Actions: The Graduation Exhibition was a success. The reception was well attended and feedback from the students was positive. The department plans to continue this exhibition program as it was carried out this year.

Improvements: Not applicable

Title: Study the possibility of a Sophomore Review.

Description: To support the Art Department student learning outcome assessment, the art faculty plan to study the possibility of implementing a faculty juried portfolio review on student progress at the end of sophomore year.

Budget: 0.00

University Goals: 1,2

Strategic Goals:

Responsibility: Department Chair

Participation: All Art Faculty

Results: The Art Faculty will discuss the probability of implementing a Sophomore Review Program with the objective to support the Art Department student learning outcome assessment. Specifically with respect to outcome #1: Knowledge of art/design fundamentals. Relevant issues such as credit hour award, portfolio content requirements, review coordination and review outcome, and remedy for failing to pass the review.

Actions: While the faculty endorse the value of a Sophomore Review Program, No final decision was made to adopt this review process in the coming academic year due to the fact that a practical measure is yet to be identified to hold the student's accountable if they fail to pass the review and that the necessary human resources for coordination and recording is quite extensive.

Improvements: More research and analysis will be carried out and any perceived challenge relating to implementation will be revisited in the next academic cycle.

Title: Develop the Art Department Quality Enhancement Plan.

Description: Develop the Art Department Quality Enhancement Plan (QEP) for research literacy to comply with the guideline stipulated by the Southern Association of College of Schools for accreditation.

Budget: 0.00

University Goals: 1,2

Strategic Goals:

Responsibility: Department Chair

Participation: Studio Art Faculty

Results: The Art Department has developed two plans: one for art history and one for studio art. Going forward, curriculum rubrics will be developed to assess the outcome of the Art QEP. The QEP plan will be fully implemented beginning in Fall 2011.

Actions: Not applicable

Improvements: Not applicable.

Student Learning Outcomes for Art

2010-2011

Title:	Knowledge of art/design fundamentals
Description:	Students will gain functional competence with principles of visual organization, they will be able to draw, to apply color theory and to work with visual elements in both two and three dimensions.
Budget:	\$0.00
Core Competencies:	1,2,4,5
25% Online:	
50% Online:	
Core Competencies:	1,2,4,5
How Often:	Every year
Assessed this Year?	
Responsibility:	Department Chair
Participation:	Foundation Course Instructors
Direct Assessments	Hands-on creative projects Final Portfolio Review Final Portfolio Review
Indirect Assessments	

Syllabus review, peers observation/feedback

Syllabus review, peers observation/feedback

Results: A comparative, qualitative analysis of a selected number of student portfolios from the foundation courses AR 221 Drawing I and AR 231 Design I taught by adjunct faculty indicates a significant discrepancy in course content and instructional methodology between senior fulltime instructors and junior adjunct instructors. Senior instructors approach foundation courses utilizing traditional pedagogy that emphasizes basic conceptual and technical skill development leading to product-oriented outcomes. The junior instructors tend toward creative freedom and open-ended processes, and, while their students' creative potential was evident, their final outcomes generally fell short of fully demonstrating the expected hands-on development and conceptual understanding of visual design principles.

Curriculum: As the number of adjunct faculty increases, there appears to be a need to standardize the art foundation curriculum rubrics for effective student learning outcome assessment. Both full time and adjunct faculty is currently working together to establish definite student objectives in academic, aesthetic, and manual skills areas at the foundation level. This initiative will help define the pathway toward our shared objectives.

Actions: An annual foundation course work exhibition was further initiated as a means for qualitative assessment to demonstrate teaching and learning effectiveness. During the first annual foundation exhibition in Spring 2011, a selection of student artwork from the beginning drawing class and the two and three dimensional design classes were displayed in the student gallery.

Improvements: Not applicable

Title: Knowledge of history and theory of art/design

Description: Students will become familiar with the major achievements in the history of art/design, including the work and intentions of leading artists/designers in the past and present.

Budget: \$0.00

Core Competencies: 1,3,5

25% Online:

50% Online:

Core Competencies: 1,3,5

How Often: Per semester

Assessed this Year? Yes

Responsibility: Art History Instructors

Participation:

Direct Assessments

Course examinations for AR170, 281, 282, 283

Praxis II

AR170, AR281, AR282

Indirect Assessments

Results: With respect to student learning outcome: In AR170 Art Appreciation, post-test scores have been significantly higher than pre-test, with the majority of students scoring in the 80–100 range (A/B), demonstrating that significant art learning has occurred. In AR281 Art History Survey I, 93% of students improved in areas A, B, and D during the course. In AR282 Art History Survey II, 87.5 % improved in knowledge of technology; 81 % improved knowledge of art-historical terminology; 81% improved knowledge of historical fact; 43% improved ability to identify historical style; 100% improved ability to write compare-contrast description

Curriculum: The art history curriculum has been completely revised during this immediate past academic year, wherein the contemporary art and non-western art components have been expanded in the Art History Survey. No further changes will be immediately forthcoming.

Actions: Current assessment results show that students are achieving significant learning in AR170 and no course modifications are needed at this time. For AR281, future assessments in pre-and post-test form will be broken up into separate sections, reflecting core competency areas. For AR282, greater emphasis will be placed on names of period styles.

Improvements: Not applicable

Title:	Research and analytical competency
Description:	Students will develop the ability to write, speak, analyze and evaluate works of art/design perceptively and critically, and place them in diverse historical, cultural and stylistic contexts.
Budget:	\$0.00
Core Competencies:	1,2,4,5
25% Online:	
50% Online:	
Core Competencies:	1,2,4,5
How Often:	Every year
Assessed this Year?	Yes
Responsibility:	Art History Faculty
Participation:	
Direct Assessments	AR385 and other upper division art history requirements
	Research papers, applied theory projects and class presentations.
Indirect Assessments	
Results:	The course assessment shows that students are able to write a thoughtful, accurate, and detailed formal analysis of one work. They demonstrated their ability to analyze at least one primary textual source in an objective fashion. They are able to discuss the differing methodologies and conclusions of at least two scholarly/critical works on one subject.

Curriculum: AR385 Critical and Applied Art Theory is a newly designed course and has been offered only twice (Spring 2010 and 2011). Enrollment has been small due to the three art history survey pre-requisites. Enrollment is expected to increase going forward and the outcome assessment may present a different dynamic. Since the student feedback was positive and observation/comments from Faculty colleagues were also positive, no changes will be made at this time.

Actions: Not applicable

Improvements: Not applicable

Title: Knowledge of technology and equipment

Description: Students will acquire a working knowledge of the technology and equipment applicable to their area of concentration—Ceramics, Digital Media, Photography, Painting and Sculpture.

Budget: \$0.00

Core Competencies: 1,3,5

25% Online:

50% Online:

Core Competencies: 1,3,5

How Often: Every year

Assessed this Year? Yes

Responsibility: All Art Faculty

Participation:

Direct Assessments

Exit Portfolio Evaluation

Exit Portfolio Evaluation

Indirect

Assessments

Results:	The Department implemented a group graduation exhibition requirement beginning in Fall 2010. The result of the Fall 2010 and Spring 2011 exhibition showed that all students have learned at least the rudiments of traditional and contemporary technology that are required in the core curriculum well enough to pass the graduation exit portfolio review. However, the quality of their digital portfolio presentation was deemed lacking as well as their ability to craft their artist statement.
Curriculum:	To augment students' skill in their digital portfolio preparation, AR323 Advanced Design has been revised to better communicate its technology requirements and to help students relate its application to the Exit portfolio exhibition. The need for a well crafted artist statement may be addressed in AR385, Critical and Applied Art Theory.
Actions:	The administrative policies and procedures of the portfolio review have been fine tuned in order to improve learning outcomes. The guidelines for portfolio reviews have been revised and expanded and evaluation criteria were defined in greater details in order to more accurately convey our program expectations in the areas of technology.
Improvements:	Not applicable

Title:	Ability to solve problems through synthesis
Description:	Students will demonstrate their ability to solve a variety of art and design problems by combining their studio skills, analytical skills, technological skills, and their knowledge of art history.
Budget:	\$0.00
Core Competencies:	1,2,3,4,5
25% Online:	
50% Online:	
Core Competencies:	1,2,3,4,5
How Often:	Every year
Assessed this	Yes

Year?

Responsibility: Department Chair

Participation: All Art Faculty

**Direct
Assessments**

AR493 Senior Exhibition

**Indirect
Assessments**

Results: While many upper division studio electives can also serve as sources for data collection and analysis with respect to assessing this particular outcome; a standardized assessment rubric has not yet been developed due to the exceedingly broad scope of our studio art curriculum. At present time, AR493 Senior Exhibition has been designated as the source for data collecting and analysis. The assessment results show that the average student score ranges from high moderate to good.

Curriculum: Not applicable

Actions: Senior Exhibition is an adequate source for data collecting and analysis, the number of students enrolled in this course represents only a small sample of student achievement. Consistent with the Art Department QEP that is being developed, the Department has resolved to develop a uniform assessment rubric that can be adopted for upper division studio courses where a larger student population can demonstrate their ability to synthesize and to solve a variety of arts and design problems.

Improvements: Not applicable

Title: Readiness to enter workforce upon graduation

Description: Students will present work that demonstrates perceptual acuity, conceptual understanding and technical facility at a professional entry level in their chosen field(s).

Budget: \$0.00

Core Competencies: 1,2,3,4

25% Online:

50% Online:

Core Competencies: 1,2,3,4

How Often: Every year

Assessed this Year? Yes

Responsibility: Department Chair

Participation: Studio Art Faculty

Direct Assessments

Senior Exhibition, Studio Internship

Graduation Exit Portfolio Review

Graduation Exit Portfolio Review

Indirect Assessments

Results: The results of the Graduation Exit Portfolio Reviews indicate that students are capable of achieving moderate to good outcomes; however, the content of their portfolio indicate that they are not motivated to practice art beyond carrying out classroom assignments. While many students intended to pursue the Bachelor of Fine Arts degree, they eventually graduate with a Bachelor of Arts degree as an easier alternative. Most of the students are unaware of the level of creative and technical maturity required to enter the professional workforce.

Curriculum: To better inform our students of the scope of digital art and design, we revised the curriculum by changing the course numbers, course titles, and to

further articulate the course content in each of the five sequences of the advanced digital media: 2-D Digital, the Web, Multi-media, Video and Portfolio. This change will be in effect beginning fall 2011 semester.

Actions: We have begun offering AR462 Advanced digital media-2D course, where print design skills are developed, once a year instead of every other year to accelerate student learning. We further initiated a visiting alumni workshop series beginning in Spring 2011 to enhance the quality of the career development mentoring and to instill a stronger work ethic in the art students.

Improvements: Not applicable