

Annual Goals for Art

2011-2012

Goal 1:	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 Goals Supported:	1
Strategic Goals Supported:	
Responsibility:	Department Chair
Participation:	Digital Media Faculty
Results:	The end of the Spring 2012 semester marked the end of a full two-year cycle of our BFA in Digital Media curriculum since revisions to the course number, title, and content were proposed in 2010. The application for NASAD Final Approval for Listing of our BFA in Digital Media concentration is being drafted with a targeted submission date of September 15, 2012. A set of five Advanced Digital Media course syllabi and official transcripts of students graduated within the past two years have been collected to provide documentation.
Actions/Improvements:	Advanced Digital Media course updates have improved the clarity of our student transcripts and allowed the department to move forward with the application for NASAD Final Approval for Listing.
Future Actions/Improvements:	not applicable

Goal 2:	Implement the Art Department Quality Enhancement Plan
Description:	Implement 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 Supported:	1
Strategic Goals Supported:	
Responsibility:	Department Chair
Participation:	Foundation Course Faculty
Results:	To support the University QEP implementation, the University summary report was modified for use in the departmental level reporting. The faculty agree to create their own course rubrics to assess the studio art literacy. Drawing and Design Foundations were designated for pilot studies this academic cycle. The foundation course faculty each designed a final course project that required the students to produce a work of art that demonstrate their ability to combine the concept and skills in a holistic manner. Students blogged or wrote about their project to demonstrate their ability to discuss their creativity and make use of the proper terminology.
Actions/Improvements:	Since the University has not yet determined a strategy for QEP implementation, the attempt to jump start our efforts and adopt the University's reporting format was ineffective. The department has resolved to continue the traditional portfolio review where selected portfolios are displayed for outcome assessment.
Future Actions/Improvements:	Not applicable
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Goal 3:	Study the feasibility of enacting a sophomore review program
Description:	To support the Art Department student learning outcome assessment, the art faculty will continue to study the possible implementation of a faculty juried portfolio review at the end of the sophomore year.
Budget:	0.00
University Goals Supported:	1
Strategic Goals Supported:	
Responsibility:	Department Chair
Participation:	Art Faculty
Results:	The Art Faculty discussed the possible implementation of a

sophomore review program with the objective to support the student learning outcome assessment. Two major concerns are: 1. Lack of time and staff support for review. 2. Lack of a reasonable means to hold students accountable when they fail the review. A resolution was made to postpone the adoption of the sophomore review until these two issues are fully addressed.

Actions/Improvements:	No action was taken.
Future Actions/Improvements:	The department will investigate the possibility of proposing a one-hour credit bearing review with .5 credit hour being awarded at the end of the sophomore year and another .5 credit hour at the end of the graduating semester.

Goal 4:	Community engagement through design curriculum
Description:	Identify appropriate community service projects that can be integrated into the digital media curriculum for student learning enhancement and community outreach.
Budget:	0.00
University Goals Supported:	1,5
Strategic Goals Supported:	
Responsibility:	Department Chair
Participation:	Digital Media Faculty
Results:	Under faculty guidance in the Fall 2011 semester, students in AR461 Advanced Digital Media—2D designed the wayfinding system for the Shoals Children's Museum. In the Spring 2012 semester, students in Advanced Digital Media-Web designed interactive websites for the 2012 Handy Music Festival in collaboration with students in the Geography Department. Peggy McCloy, Director of the Shoals Children's Museum and Nancy Goncze, Executive Director of the Music Preservation Society, attended the presentations and selected their favorite designs. The department has fulfilled its goal of enhancing the student learning experience and community outreach.
Actions/Improvements:	These collaborative service endeavors have instilled in the students motivation for achievement, helped them develop professional endurance, and enabled them to experience the dynamic of group cohesion.

Future Not applicable

Actions/Improvements:

Goal 5: Art Department website update

Description: Selected senior art students will redesign the Art Department website under the supervision of the art faculty.

Budget: 0.00

University Goals Supported: 3,5

Strategic Goals Supported:

Responsibility: Digital Media Faculty

Participation: Other Art Faculty

Results: Trevor Joiner (BFA candidate in Digital Media) and Evan Whisenant (BFA candidate in Photography) were elected to be the designer and the photographer to assist the department with redesigning the website. The art department website was completely overhauled and successfully launched.

Actions/Improvements: Informal polling of the faculty and student opinion indicates that our new design is a major improvement and that further fine tuning will strengthen its communicational effectiveness.

Future Not applicable.

Actions/Improvements:

Goal 6: Develop and maintain alumni relations

Description: Initiate a biennial alumni exhibition as a means of maintaining our alumni relations.

Budget: 0.00

University Goals Supported: 3,4,5

Strategic Goals Supported:

Responsibility: Gallery Director and Department Chair

Participation: Other Art faculty

Results: The logistics of organizing a group exhibition of such scale was demanding and we realized that initiating a biennial alumni exhibition requires a much longer lead time for planning and organization, thus this initiative was not carried out. Instead the art faculty jointly installed an exhibition entitled Oddities, Curios and Objets d'Art. Each faculty displayed art objects from their personal collections.

Actions/Improvements: The exhibition displayed Renaissance prints and modern impressions, film photography and digital imaging, academic paintings and folk art, outsider art created by notable untrained Alabama artists and collectable objets of cultural significance. The faculty held a gallery talk discussing their motivation for collecting and significance of the objects collected. Feedback from the visitors and art students was extremely positive.

Future Not applicable

Actions/Improvements:

Student Learning Outcomes for Art

2011-2012

Outcome 1:	Knowledge of art/design fundamentals
Description:	Students will gain functional competence with principles of visual organizations; they will be able to draw, apply color theory and work with visual elements in both two and three dimensions.
Budget:	\$0.00
Core Competencies Supported:	1,2,4,5
Assessed How Often:	Every year
Assessed this Year?	Yes
Responsibility:	Department Chair
Participation:	Studio Art Faculty
Direct Assessments	

Comprehensive Course Portfolios Evaluation

Indirect Assessments

Results:	The qualitative analysis indicates that students have acquired necessary conceptual understanding of visual design principles. However, many of the projects show a lack of craftsmanship. The senior faculty feel that, given the level of our incoming students, the course projects may be conceptually overly complex. Some think that too much mental energy spent in ideation may be detrimental to the development of manual skills in the beginning level studio art training. In addition, poor class attendance correlates with below average portfolios that exhibit mediocre to poor craftsmanship.
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Curriculum Actions/Improvements:	Not applicable
Other Actions/Improvements:	Not applicable
Future Actions:	The department plans to develop a common set of student objectives in academic, aesthetic, and manual skills that will be used by all faculty who teach foundation courses. The department will consider the adoption of a textbook that will be used for both Design I and II.

Outcome 2:	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 both past and present.
Budget:	\$0.00
Core Competencies Supported:	1,3,5
Assessed How Often:	Every year
Assessed this Year?	
Responsibility:	Art History Faculty
Participation:	
Direct Assessments	
	Course exams

AR281, AR282, Art History Survey I,II

Indirect Assessments

Results:	In Art History Survey I and II courses, students receive both a holistically designed pre-test and a post-test that offer a sample of objects, historical facts, terms, and concepts directly related to the material covered in the course. The results show that in AR281 Art
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History Survey I courses, one section improved 92%, and the other section improved 75% in the three areas of core competencies supported by this course. In AR282, Art History Survey II, one section showed an 88.6 % improvement and the other section showed 83.4 % over all areas of core competencies. More detailed analysis indicate that in both sections, students have improved by 100 % in their writing skill development. There appears to be a major discrepancy between the two groups in their knowledge of historic facts, terminology, and the use of technology.

Curriculum Actions/Improvements:	Not Applicable
Other Actions/Improvements:	Not Applicable
Future Actions:	To fine tune the assessment, the pre-and post-tests for AR 281 Art History Survey I will be broken up into separate sections that reflect the individual core competency areas. In course AR281 Art History Survey II, a greater emphasis will be placed on the knowledge of historical facts.

Outcome 3:	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 Supported:	1,2,3,4,5
Assessed How Often:	Every year
Assessed this Year?	Yes
Responsibility:	Art History Faculty
Participation:	
Direct Assessments	

AR385, AR486, and AR487

Indirect Assessments

Results: The assessment result of the post tests from three upper division art History courses AR385 Critical and Applied Art Theory, AR487 Special Topic in Art History and AR486 Women in Art History indicate that students have acquired a high level of comprehension in their studies of art theory. Their ability to utilize technology for research and writing in art history focus studies are satisfactory and the level of correlation is evident between the assessment score and course grade

Curriculum Actions/Improvements: Not Applicable

Other Actions/Improvements: Not applicable

Future Actions: not applicable

Outcome 4: 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 Supported: 1,3,5

Assessed How Often: Per semester

Assessed this Year? Yes

Responsibility: Department Chair

Participation: Art Faculty

Direct Assessments

Exit Exhibition, Lights and Shadow Juried Competition

BFA Portfolio Review

Indirect Assessments

Results: The graduation exit exhibition and BFA review in Fall 2011 semester showed that all students have learned 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. After the revised AR423 Digital Portfolio Design was implemented in Spring 2012 and the portfolio review guidelines and criteria were fine tuned, we saw our students step up in their digital portfolio presentation. We have also observed students writing skills improve after they fulfilled AR385 Critical and Applied Art Theory course requirements. The students' ability to transfer or apply their writing skills to the development of their personal creative thesis has yet to be measured.

Curriculum Actions/Improvements: Not applicable

Other Actions/Improvements: Not applicable

Future Actions: Not applicable

Outcome 5: 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 Supported: 1,2,3,4,5

Assessed How Often: Per semester

Assessed this Year? Yes

Responsibility: Department Chair

Participation: Studio Art Faculty

Direct Assessments

Solo Exhibition

Indirect Assessments

Results: The assessment results show that the average student's score ranges from good to excellent in the areas of exhibition presentation and quality of artwork. Detailed analyses indicate that students' ability to present a coherent body of work is parallel to the level of commitment and passion to create. A minor weakness emerged in the effectiveness of the exhibition posters.

Curriculum Actions/Improvements: The majority of the students participating in the AR493 Senior Exhibition are Bachelor of Fine Arts degree candidates—thus the number of students enrolled in this course represents only a small sample of student achievement. The department has resolved to revise the course title, description and content to encourage student interest and grow the enrollment. We hope that a greater number of students can demonstrate their ability to synthesize and to solve a variety of arts and design problems in the coming year.

Other Actions/Improvements: Not applicable

Future Actions: Not applicable

Outcome 6: 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 Supported: 1,2,3,4

Assessed How Often: Per semester

Assessed this Year? Yes

Responsibility: Department Chair

Participation: Studio Art Faculty

Direct Assessments

Exit Exhibition, Studio Internship

Indirect Assessments

Results:

The results of the Graduation Exit Portfolio Reviews indicate that students are capable of achieving moderate to good outcomes. While the content of their artwork reveals a fair degree of motivation in seeking a unique personal voice, they often fail to apply a more selective eye with regard to their aesthetic judgement. Most of the students are unaware of or simply deny the level of creative and technical maturity required to enter the professional workforce.

Curriculum Actions/Improvements:

The department has resolved to redesign and expand the content of AR493 Senior Exhibition. The revised course AR493 Professional Practices in Art provides for a capstone experience beyond creating a body of work and installing an exhibition. Students will be better informed with practical issues concerning their professional life after graduation, and thus better prepared to enter the field of visual arts and design.

Other Actions/Improvements:

Mandatory gallery and museum exhibition attendance.

Future Actions:

Not Applicable