In assessing the Department of Art for the 2007-2008 academic year, one aspect was considered that affected all three areas in the Department. Although art education students’ aim focuses on curricular structure and delivery, they must also have an understanding of the goals established for students in the studio area. The majority of their course work is in studio. For the purposes of this report, they are considered as part of the studio area.

As Art History students proceed through their coursework, they too must present their work to an audience. Some are selected to present their work in lecture style with slides and a paper. This has occurred during the Annual Art Ball. In addition, they may submit a research paper for the R. W. Witt Scholarship Award at the juried Student Awards Exhibition.

1. What goals or learning objectives/outcomes were assessed in the AY ending June 30, 2007-2008?

Students prepare and submit an appropriate work(s) of art for a juried exhibition.

Stated in the 2006-2007 Assessment Report is a concern for the increase of student independence and self-motivation. Students who are able to complete course assignments with a degree of success may indicate a certain conceptual understanding. However, a good grade in a course does not necessarily indicate a student’s confidence in the work that was produced.

Students are expected to prepare and select well-executed and appropriate work for submission to a juried exhibition to demonstrate independence and self-motivation. Several opportunities are provided students within the Department of Art to exhibit work in a juried setting. Through the Annual Student Art Awards show, students can submit work for the Robinson Fellowship, Peyser Prize, Witt Awards (which includes Art History), and the University Art Product Award. Students may also be awarded certificates in this show (the other awards are money based). Students may also submit work for the Gregory Barton Memorial Scholarship Prize in Sculpture. In addition, Art History students prepare formal papers for presentation at the Annual Art Ball.

Another opportunity provided all students is exhibition time and space in the Witt Gallery. Studio oriented students may submit applications for a one person or group show while Art History students may arrange to curate an exhibition of selected work. In the latter, students submit a proposal, gather the work from owners, and hang the show with signage. Graduating seniors in Studio must put together an exhibition of student artwork from the senior seminar course ART 192A. Students decide on which work will be in the show, how the work is to be hung, hang the show, and prepare any advertisements for the show.

2. How did you assess the learning outcomes?
a. Describe the measures you used and the information gathered.

Data were gathered from entry forms supplied by student entrants to the Annual Student Art Awards show. Tallies were kept of who submitted work, which work was accepted, and who and how many received awards. The exhibition in 2007-2008 ran from February 11, 2008 to February 28, 2008. Students were able to submit applications from November 19, 2007 to December 21, 2007. Data were collected from 2005 through 2008.

<table>
<thead>
<tr>
<th>Year</th>
<th># of art majors enrolled*</th>
<th># of applicants</th>
<th># of works submitted</th>
<th># of students accepted into show</th>
<th># of works accepted</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-2005</td>
<td>237.5</td>
<td>43 (18%)</td>
<td>69</td>
<td>29 (12.21%)</td>
<td>34</td>
</tr>
<tr>
<td>2005-2006</td>
<td>263.5</td>
<td>48 (18.22%)</td>
<td>115</td>
<td>7 (2.66%)</td>
<td>13</td>
</tr>
<tr>
<td>2006-2007</td>
<td>277</td>
<td>68 (24.5%)</td>
<td>129</td>
<td>32 (11.55%)</td>
<td>43</td>
</tr>
<tr>
<td>2007-2008</td>
<td>302</td>
<td>45 (14.90%)</td>
<td>104</td>
<td>25 (8.28%)</td>
<td>32</td>
</tr>
</tbody>
</table>

*This number represents the average of both semesters for one AY

During this period of data collection, 42 undergraduate shows were hung in the Witt Gallery. For this privilege, students must submit a proposal of what they plan to exhibit to the department Gallery Committee, which is comprised of full-time faculty members. Upon selection for a show, students must select which works will be hung, hang the show, and prepare any advertisements for the show. In addition to individual or group shows, Art Education and Art History students have curated exhibitions of particular interest. Such as in Spring 2006, an Art Education student curated “Art for Dummies,” an exhibition which sought to explain various forms of art to the viewer.

b. As a result of these assessments what did you learn about the program’s success in helping its students achieve these learning outcomes?

In the chart above, the percentage number in the “# of applicants” box represents the percentage of all art majors enrolled that year who applied to be in the Annual Student Art Awards show. The percentages represented in the “# of students accepted into show” are of the percentage of art majors enrolled that year (first number) and percentage of students who applied to be in the show (second number) (Data for the number of students accepted into the show for 2005-2006 are suspect-however, this was the data collected). The number of applicants appears low compared to the number of art majors enrolled as does the number of students who actually were accepted into the show compared to the number of students who submitted work. The former set of numbers indicate a low number of students apply to the show. The latter set of numbers suggest perhaps a certain criticalness or exactness by the jurors. Jurors of the 2008 Awards show state in their statement, “Making art is a personal thing and that coupled with ‘putting it out there to be judged’ is even more difficult.”

The above descriptions suggest that the faculty within the Department of Art try to provide as many opportunities for students to demonstrate independence and self-
motivation as possible with the resources available. Students take advantage of these opportunities. Although numbers may seem low it is probable that the low number represents the top percentile of students. This however, is not known and further data would need to be collected to support this point.

c. In what areas are students doing well and achieving expectations?

That students make the attempt to “put it out there” can be attributed to the ritual practices within their course work. A standard feature within studio classes and art history seminars is the critique. In addition to providing feedback to a developing artist or historian, the critique creates a semi-public arena in which the work is viewed or heard. The student learns about the features and essence of quality work as well as becomes comfortable in allowing fellow students to view and make comments about the work. The critique is most dominant in the culminating courses of both Studio and Art History.

d. What areas are seen as needing improvement within your program?

When and where Art History students present their research papers is a concern. Initially, Art History was not specifically represented at the Art Ball. Because Studio students were able to show their work at this time, it made sense to provide art history students with the same opportunity. Unfortunately, the Art Ball is assembled too informally to support the formality expected in presenting a paper. A specific solution has not been determined, yet. It may be that a separate event, such as an art history student symposium, be created to highlight the work of art history students.

3. As a result of faculty reflection on these results, are there any program changes anticipated?

No specific changes have been discussed, save for the change of venue for the presentation of art history papers.

4. Did your department engage in any other assessment activities such as the development of rubrics, course alignment?

Of particular interest is the support the Department of Art has received from the Dean of Arts and Letters to reestablish an assessment mechanism developed in past years. The mechanism was based in collecting data (both visual and written) and placing them on a server. The server became corrupted and postponed that form of assessment until new equipment could be purchased. This assessment means should be running again with the beginning of the new academic year.

5. What assessment activities are planned for the upcoming academic year?

See above.