

Herron School of Art Annual Report for 2001 - 2002

What outcomes do we seek?	What will students know and be able to do upon graduation? (N = NASAD standards)	How will students learn these things (in or out of class)?	What evidence can we provide to demonstrate what students know and can do?	What are the assessment findings?	What improvements have been made based on assessment findings?
<p>I. Visually communicate observations and analyses into a variety of media. (N) (PUL 1)</p>	<p>1. Write clearly and effectively. (N)</p> <ul style="list-style-type: none"> • Incorporate art and design vocabulary and concepts in writing. <p>2. Speak clearly and effectively in groups and one-to-one. (N)</p> <ul style="list-style-type: none"> • Incorporate art and design vocabulary and concepts in speaking. <p>3. Comprehend, interpret, and analyze written text. (N)</p> <p>4. Formulate attitudes about art, and defend views effectively and rationally. (N)</p> <p>5. Perform quantitative functions and analyses relevant to art and design.</p>	<p>Oral reports and presentations, group critiques, individual consultations, research, interaction with prospective and new students, journal writing, work mapping and other processes in visual design, written papers, development of artists' statements (philosophy of personal work), teaching Saturday School, feedback from sophomore advancement review</p>	<p>sophomore advancement reviews and presentations, video taped presentations, feedback from student teaching, written artists' statements</p> <p>weekly papers in capstone course, teaching in Saturday School, exit surveys</p> <p>The sophomore advancement review includes a verbal presentation (2) and submission of a written artist's statement (1) from each participant.</p> <p>Comparisons made between fine arts students' written artists' statements for the sophomore advancement reviews and the final artists' statements and weekly written assignments submitted</p>	<p>The PUL's related to communication are routinely incorporated into many, many courses, but not centrally documented.</p> <p>Students appear to need more guidance and practice in preparing for their advancement reviews, particularly their verbal presentation skills.</p> <p>A sampling (7) of initial written artists statements (at time of advancement review) were compared to those written by the same students in the capstone course; this demonstrated that students' writing improved in most cases. Overall it became more poetic, sophisticated, and clearer in expression. (Two of the 7 students had typos and misspellings.)</p> <p>In the Dec. 2001 advancement review, 75% of students passed, 18% were</p>	<p>Recommendation to provide additional guidance to students about preparing their written and verbal presentations for the advancement reviews.</p> <p>Consider videotaping the presentations for students to review, as well as to track progress.</p> <p>Developed syllabus guidelines that included a statement about plagiarism and its consequences.</p> <p>Faculty needs to discuss and plan for the place of math and quantitative skills in art programs.</p> <p>Continue to monitor writing in capstone courses and continue to compare it to the writing in the advancement review.</p> <p>Increase the dialogue on writing (rubric?).</p>

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	6. Effectively utilize information technology for research, written work, artwork, and communication.		in the capstone courses, follow technical manuals and safety procedures, demonstrate math skills in proportioning and scaling imagery and other art and design contexts, research, art education projects, design work on computers.	<p>on probation, and 8% were denied advancement.</p> <p>In Herron's *survey of graduating students, conducted in May 2002, students indicated that as a result of their Herron courses and activities</p> <ul style="list-style-type: none"> • writing skills increased slightly (rated as 3.5/5.0); • speaking increased (rated as 3.8/5.0); • increased ability to use computers and other technology (3.8/5.0). <p>On the IUPUI Continuing Student Survey, students ranked their math and technology abilities significantly lower and of less importance to them than the campus.</p> <p>Some students are not clear about what constitutes plagiarism and some faculty not sure how to deal with it.</p>	Changes are made periodically in how students are oriented to equipment according to student learning styles and needs.
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				<p>Assessed weekly written work of seniors in capstone course J410 that all fine arts students take. Current evidence indicates well-written work.</p> <p>Students in courses that use power tools and equipment are following manuals and procedures adequately.</p> <p>Visual communication students become proficient in utilizing computer technology.</p>	
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<p>II. Creative thinking to develop new approaches and solutions (PUL 2)</p>	<p>1. Critique work accurately, especially student's own.</p> <p>2. Analyze information and art/design work carefully, logically, and from multiple perspectives. (N)</p> <p>3. Apply knowledge from multiple disciplines to new contexts to solve</p>	<p>large and small group discussions, critiques that expose students to varied perspectives, debates, presentations, internship & work experiences, research papers, field trips, assigned readings</p>	<p>sophomore advancement review, senior capstone courses, surveys of students and alumni, demonstrations and presentations, papers, senior exhibition, assessment of artists' statement, observe students following directions, and operating equipment properly and safely,</p>	<p>Little or no documentation of critiques. However, *graduating student survey indicated a strong increase in ability of students to critique artwork. (4.15/5.0)</p> <p>Documentation is available through written work in J410 capstone course.</p> <p>*Graduating student survey indicates increase in:</p> <ul style="list-style-type: none"> ability to apply 	<p>Planning is underway to videotape critiques in targeted classes, sophomore advancement reviews, and senior exhibition beginning spring 2002.</p> <p>Students observe, think and write about a variety of experiences (galleries, lectures, literary readings, writers series, art films, etc) on a weekly basis throughout the semester</p>
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	<p>problems and enhance work. (N)</p> <p>4. Critique professional and research literature for meaningfulness.</p> <p>5. Think creatively about new ideas and ways to improve existing things.</p> <p>6. Find new ways to use skills and knowledge in new situation/problems.</p> <p>7. Learn new approaches to artwork or study.</p> <p>8. Research an issue/topic before planning a course of action.</p>		<p>critiques of teaching performance through observation (art education) and student teacher feedback, videotapes</p>	<p>knowledge from multiple disciplines to new contexts. (4.05/5.0)</p> <ul style="list-style-type: none"> • student ability to critique professional and research literature for meaningfulness. (3.95/5.0) <p>Herron *graduating student survey indicates the top increased abilities</p> <ul style="list-style-type: none"> • ability to approach work creatively • view art from multiple perspectives • visual literacy and the ability to assess quality of art, especially student's own work • increased curiosity and desire to learn 	<p>rather than preparing one major research paper.</p>
<p>III. Interrelate art/design with a variety of disciplines. (N) (PUL 3)</p>	<p>1. Apply historical and stylistic knowledge to practice. (N)</p> <p>2. Utilize research</p>	<p>internships and work experience, class discussion & group presentations, lectures, independent study,</p>	<p>senior capstone course papers and projects, survey of students and alumni, portfolio review, sketch book,</p>	<p>Need for "second looks" by faculty to see outcomes across courses, sections, and programs. This is occurring school-wide in the</p>	<p>Conduct "second looks" through Foundation Program review.</p> <p>Recommend continuing and</p>

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	<p>skills in solving problems and developing projects. (N)</p> <p>3. Apply knowledge from multiple disciplines to new contexts.</p>	<p>slides and films, field trips, foundation program</p>	<p>art/design work, advancement reviews, graduating student survey</p>	<p>Foundation Program through the program review.</p> <p>Need to consistently collect slides of student work at various levels (e.g., Foundation courses, sophomore advancement reviews). Gallery director maintains slides of senior exhibition artwork and of work presented in capstone course, J400.</p> <p>*Graduating student survey indicates increase in student ability to use research skills. (3.95/5.0)</p>	<p>expanding community service experiences by K401 photography students.</p> <p>Began to take pictures of student work in more situations and courses.</p>
<p>IV. Demonstrate substantial knowledge and understanding of art, art history, art education, and/or design. (PUL 4)</p>	<p>1. Modify approach to issues/ problems based on contexts and requirements of particular situations.</p> <p>2. Respect and evaluate work from a variety of perspectives and disciplines. (N)</p> <p>3. Demonstrate conceptual understanding of</p>	<p>Discussion, research papers, critiques, written papers, field trips, lecture, internships, exhibitions, senior capstones, research, journals, attendance at special events such as Visiting Artists Lectures and gallery openings, juried student exhibition, guest speakers from</p>	<p>evaluation of written work, student feedback and surveys, independent study, class participation, evaluation of art work, student reflection exercises, senior capstone courses (weekly papers, critiques, etc.), senior exhibition and slides, portfolio review, written artists'</p>	<p>Many faculty members are requiring or encouraging students to attend gallery exhibits and presentations by visiting lecturers, then critiquing these in class. However, this is not consistently documented. Most students are transitioning successfully from 1st year to 2nd year drawing as demonstrated in drawings maintained by faculty.</p>	<p>Consider piloting student video portfolios.</p>

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	<p>components and processes integral to work in the visual arts and design. (N)</p> <p>4. Produce work that is successful both technically and aesthetically.</p> <p>5. Demonstrate visual literacy, including nonverbal languages of art or design. (N)</p> <p>6. Evaluate and discuss contemporary thinking about art. (N)</p> <p>7. Accurately assess the quality and effectiveness in works of art and/or design, especially their own. (N)</p> <p>8. Develop competence in one or more forms of art/ design technique. (N)</p> <p>9. Describe major</p>	the community	statements	<p>*Graduating student survey indicates the following:</p> <ul style="list-style-type: none"> • increased in knowledge/ understanding of <i>one field</i> of art (4.0/5.0); • developed competence in <i>more than one</i> art form (3.55/5.0); • increased in respect for and evaluating work from variety of perspectives and disciplines. (4.2/5.0); • increased in student ability to produce work that is successful technically and aesthetically (4.5/5.0); • increase in student ability to accurately assess quality and effectiveness in artwork, especially their own (4.15/5.0); • students develop personal artistic / 	
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	<p>achievements in the history of art/design. (N)</p> <p>10. Develop a personal artistic/ intellectual mission associated with art/ design.</p> <p>11. Advocate for the arts. (N)</p>			<p>intellectual mission associated with art (4.05/5.0);</p>	
<p>V. Recognize, analyze and apply visual culture, and cultural traditions of self and others in artwork. (N) (PUL 5)</p>	<p>1. Develop awareness of range of diversity in traditions and history of art/ design, and the interconnectedness of local and global concerns. (N)</p> <p>2. Explore and develop a personal approach to dealing with controversial subject matter.</p> <p>3. Accept and learn from those who are different. (N)</p> <p>4. Draw parallels between art and society.</p>	<p>Explore controversial subject matter, discuss issues of censorship and free speech, explore social and political content, encourage participation in campus cultural events, debate , lecture, team work, group work, readings, international study, critiques, internships, visiting artists</p>	<p>supervisor’s feedback from internship or work experience, written assignments, grades, student and alumni surveys, instructor observation, class discussions, senior capstone courses, content of artwork.</p>	<p>In J410 (capstone), students write about a broad range of artistic experiences. Each one builds on the previous one.</p> <p>*Graduating student survey indicates</p> <ul style="list-style-type: none"> • students analyze visual culture and apply cultural traditions in their work (4.05/5.0); • students develop awareness of diversity in traditions and history of art and global interconnectedness (3.85/5.0); 	<p>Increase dialogue on writing in J410.</p> <p>Recommend that photography faculty continue and expand opportunities for photography students in K401 to conduct community service.</p> <p>Recommend that Academic Affairs Committee consider written evidence from J410.</p>

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				<ul style="list-style-type: none"> • students increased ability to accept and learn from those who are different (3.7/5.0); • students' ability to draw parallels between art and society increased (4.15.5.0). <p>8 students received Herron international travel scholarship in spring 02; \$16,500.</p> <p>Advanced photography students in K401 conducted community service activities as part of their class. They were exposed to a variety of clients and situations as they volunteered in Planned Parenthood, Indianapolis children's Museum, childcare, Eiteljorg Museum, and designed/edited an art publication.</p>	
VI. Make informed ethical decisions, and develop and	<ol style="list-style-type: none"> 1. Conduct self with civility (courtesy). 2. Maintain composure 	Critiques that expose students to varied perspectives, discussions and	senior capstone courses, grades and course assignments, feedback from internship and	<p>*Graduating student survey shows some increase in ability to</p> <ul style="list-style-type: none"> • make informed and 	

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demonstrate underlying value system that influences judgment. (PUL 6)	in difficult situations. 3. Demonstrate responsibility and accountability. (N) 4. Define and develop a personal aesthetic direction.	debates emphasizing pluralistic nature of creation, including multicultural approaches to art, internships and work experience, course projects, case studies, discuss larger issues of censorship and free speech, faculty members serve as role models, explore controversial subjects.	work supervisors, sophomore advancement review, discussions, observance of students' interactions with each other, completion of artwork and assignments within time frames allotted, appropriate maintenance of work space , results of independent work	ethical decisions (3.4/5.0); <ul style="list-style-type: none"> • conduct themselves with civility (3.25/5.0); • demonstrate responsibility and accountability (3.35/5.0). 	
VII. Develop the knowledge, tools and experience necessary to work in art -related fields and/or apply these in multiple other professions.	1. Develop job-seeking skills (resume, interviewing, networking, etc.). 2. Demonstrate relevant experience. 3. Develop artist's statement. 4. Prepare professional photo documentation or portfolio.	Capstone courses, internships, Saturday School teaching, participating in gallery openings, meeting with Visiting Artists, meeting with faculty and advisors	internship placements, job placements, capstone courses (resumes, weekly written papers, and photographs of artwork), alumni surveys, video tapes of student teaching (Art Ed. Students)	In J400 (Capstone), students prepare artist statements and resumes with varying degrees of effectiveness, and strong photo documentation. Overall, current evidence indicates that artists' statements improve from the time of the sophomore advancement review to the capstone courses. IUPUI Alumni Surveys for 2000-01 indicate that students felt they are better prepared for their current jobs and have improved prospects for future jobs	Continue to monitor alumni for trends and needs. Recommend that photography faculty increase the opportunities for community service and that other faculty and dept. chairs consider including a service component in other programs/courses.

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				<p>over the prior two years. Current salary ranges are much improved over past two years.</p> <p>*Graduating student survey indicates students</p> <ul style="list-style-type: none"> • feel somewhat better prepared to obtain jobs (3.35/5.0) • have developed their artists statements (4.05/5.0) <p>Art education students develop effective teaching skills and resources.</p> <p>K401 photography students conduct community service, which allows them to see how photography is used in the real world and interact with working professionals.</p>	
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