Herron School of Art and Design

Program Review and Assessment Report, 2013-2014

June 25, 2014

Introduction

The Herron School of Art and Design is accredited by the National Association of Schools of Art and Design (NASAD) for the granting of the professional art and design degrees of Bachelor of Fine Arts, Master of Fine Arts, Bachelor of Art Education, Master of Art Education, Master of Arts in Art Therapy, and the Liberal Arts degree Bachelor of Arts in Art History.

While Herron has defined and published student learning outcomes for each program, we also adhere to NASAD's overall vision for learning in the art and design fields. NASAD defines the Characteristics and Attributes of Individual Achievement as including:

Basic professional-level knowledge and skills

Personal vision evident in work

Conceptual acuity and creative virtuosity at multiple levels of complexity

Imagination and ability to channel imagination to reach artistic goals

Technical virtuosity

Conceptual and technical command of integration and synthesis

Individuality is paramount in the art and design fields, and assessment processes must reflect that priority. This year, with our NASAD reaccreditation review accomplished, Herron is taking the opportunity to revise its assessment procedures in several programs. We are designing methods that will be coordinated to produce results that serve the dual purposes of program improvement and individual student advising. Because changes are underway, some programs do not have results to report this cycle. However, we anticipate much more informative results as the new measures are phased in.

National Accreditation

Herron's reaccreditation review by the National Association of Schools of Art and Design (NASAD) occurred during the 2013-2014 academic year. The self-study was submitted in September, the site visit occurred November 4-6, and in April the Commission reviewed the self-study, visitors' report, and Herron's response to the visitors' report. This process serves as a full review of all programs offered

by the school and their outcomes. The NASAD Commission on Accreditation has requested only two items for response prior to reaccreditation. They ask that the school respond to two straightforward and easily manageable requests, due March 1, 2015, with reaccreditation expected in April of 2015. A significant part of the NASAD review was the presentation of artifacts (student papers, tests, works of art and design) from all levels of all degree programs. The reviewers considered over a thousand samples of student work and determined that the school's students were attaining the outcomes required by this national, discipline-specific accrediting body.

Changes and Improvements to Assessment

With the NASAD review behind us, we at Herron are taking the opportunity to redesign many of our assessment procedures. Our goal is to implement authentic, direct assessment mechanisms that serve multiple purposes. The new systems will:

- Provide faculty and administrators with the information necessary for program improvement.
- Provide students with feedback that helps them advance toward their individual academic goals.
- Provide evidence that can be easily understood by parties outside the school of art and design.
- Dovetail easily with the reviews and evaluations that faculty are already doing.

We are improving many of our assessment strategies. Because many of these changes are underway, some programs have nothing to report in this cycle, as they shift from one system to another.

Overall School PUL Results

Direct assessment results are taken from campus comparison by school charts for 400-level classes declaring a major emphasis, on a 4-point scale.

Indirect assessment results are taken from specifically targeted questions on Herron's graduating student survey for students graduating in 2014, on a 4-pt scale.

2014 (Fall 2013 PUL data and graduating student survey collected mostly in Fall 2013, some spring 2014)

PUL	1a	1b	1c	2	3	4	5	6
Direct	3.57	4	3.45	3.43	3.44	3.34	3.24	3.54
Indirect	3.53	n/a	3.75	3.56	3.67	3.50	3.26	3.34

2013 (2013 and years prior used a 5-pt scale for indirect assessments. Here both direct and indirect assessments are converted to a 20-pt scale for comparison.)

PUL	1a	1b	1c	2	3	4	5	6
Direct	17.85	20*	17.25	17.5	17.1	16.55	16.2	17.5
Indirect	16.52	16.4	14.8	18	17.6	17.2	16.52	17.04

*Very small sample set.

Scores are what we expected and indicated that the school's programs are meeting their goals overall. Scores appear to have changed little over the past year.

Actions taken in response:

No curricular actions were taken as a result of this particular assessment.

The art history program has implemented changes to how information literacy is presented within the curriculum. This was not in response to the Herron PUL results, but to the overall IUPUI results. The differences between the BA in Art History and the much larger BFA programs at Herron mean that this change will contribute only marginally to the PUL assessment data, but we believe it will greatly enhance the student's acquisition of the skills. Results are not yet apparent in this first year of implementation, but may grow evident as students move through the revised curriculum.

Assessment of Program Specific Student Learning Outcomes

I. Bachelor of Arts in Art History (B.A.)

Published Student Learning Outcomes:

1. Students will be able to describe connections between art and social and cultural contexts across history and throughout the world.
2. Students will be able to evaluate and critique works of art from a range of methodological perspectives.
3. Students will be able to conceive and carry out research involving: formulating a question; gathering information using a variety of tools and techniques; critically evaluating information; making an argument; and defending a conclusion in speech and writing.
4. Students will be able to compare and contrast the underlying value systems that inform the aesthetic decisions of art makers and viewers in different cultures.
5. Students will be able to recognize perspectives from a range of disciplines in the arts and sciences.

6. Students will be able to apply their visual literacy to make informed and ethical judgments in their own lives.
7. Students will be able to interpret works of art using visual analysis, historical research, and defined theoretical perspectives.
8. Students will be able to describe and discuss a substantial body of knowledge about and understanding of their own art historical traditions and the traditions of others.

These outcomes are assessed in several ways:

Student course grades, faculty review of final capstone papers and projects, E-portfolio, discussion throughout the capstone seminar, and written responses by capstone seminar students about the SLOs directly.

The capstone seminar represents a sample group whose learning is assessed directly and indirectly in significant depth. The faculty member teaching this seminar works closely with the students in a workshop setting, and gains an intimate knowledge of the students' understandings and research processes. Indirect assessments are gathered in the capstone seminar as students reflect upon the curriculum and their own learning.

When capstone seminar students present their final work to their peers, all departmental faculty are invited to attend.

Findings:

Non-western art is insufficiently covered in the curriculum.

Actions taken in response:

Progress continues toward earlier and more pervasive use of e-portfolio for documenting student learning. One faculty member introduced it in a sophomore level course this year for the first time. That faculty member is spearheading the effort to find the most effective way to use this tool, by participating in summer workshops locally and nationally.

Greater effort has been taken to ensure student understanding of the program's Student Learning Outcomes. Faculty now discuss them while introducing courses and/or state them on the syllabus along with or as they relate to the PUL information and individual course learning outcomes already present on the syllabus. Drawing students' attention to the program's Learning Outcomes and clarifying their meaning and relevance is now part of an annual meeting.

Non-western courses continue to be offered to the degree that faculty and enrollment levels allow. Finding qualified instructors in these areas remains a challenge. Non-western material will continue to be included in the two

semesters of art history survey courses. However, increasingly students take these courses at Ivy Tech or other colleges. We will urge Ivy Tech to include non-western material, but we cannot enforce that.

II. Bachelor of Art Education (B.A.E.)
Published Student Learning Outcomes:
Upon completion of the Bachelor of Art Education at Herron students will demonstrate the following competencies:

Philosophy: Demonstrate critical reflection on the aesthetic and artistic purposes of art in P-12 learners; articulate and apply personal philosophy in classroom practice.

Communication: Communicate ideas clearly through speech, writing, and visual forms about issues of personal importance and human significance in local and global communities; and apply this to classroom practice.

Content Knowledge - Studio Art: Demonstrate expertise in basic expressive, technical, procedural and organization skills in a wide variety of media and demonstrate mastery in conceptual insights and visual thinking developed through studio experiences; and make these aspects of the discipline accessible and meaningful for P-12 learners.

Content Knowledge - Art History and Analysis: Understand the major styles and periods of art history, the analytical methods and theories of criticism; understand development of past and contemporary art forms, including visual culture, and, understand contending philosophies of art and the relationship of all of these to the making of art; and, make these aspects of the discipline accessible and meaningful for P-12 learners.

Content Knowledge - Innovation/Ideation: Understand and apply processes of idea generation, imagination, and innovative thinking from a range of disciplines to problems in their artwork and their lives; and develop abilities of creative problem solving and critical inquiry and authentic meaning making in P-12 learners.

Learner Development: Understand the developmental needs and diverse social and cultural constructions of identity in all learners and implement a variety of appropriate visuals, tools, media, technology, and other disciplines to differentiate learning in inclusive, multicultural, and urban classrooms.

Learning Environment: Construct a learning environment that promotes student achievement, utilizes social learning and group dynamics, promotes respect and collaboration among of all learners, and incorporates multiple contexts where art exists outside the classroom including museums, galleries, homes, and public sites.

Instructional Strategies: Understand and implement curriculum and a variety of instructional strategies that develop in-depth, complex student skills and knowledge in art content, and integrate art across disciplines.

Assessment strategies:
The art education students are a small cohort that works with the same two faculty throughout a sequence of courses sophomore, junior, and senior years.

This allows for formative and summative assessment of program goals/outcomes and redirection from close faculty supervision throughout the program. These learning outcomes are assessed in multiple ways. Students complete supervised student teaching practica in all of the art education methods classes taking place in public school classrooms, museums, and youth programming opportunities at Herron. This culminates in full-time, supervised teaching the full final semester of senior year. All teaching performance is observed, mentored, and assessed at multiple points and with multiple measures (including video, written units of instruction, digital presentations, research papers, studio projects scored through rubrics and rating scales with detailed feedback) by both faculty and public classroom teachers or program administration. Students are also placed in secondary schools for all of their methods courses in the School of Education and are assessed through formative and summative measures there as well by university faculty and classroom teacher supervision. Herron and School of Education have access to the annual results of their program evaluation on each student. As a capstone program requirement for art education students compile teaching portfolios that include units of instruction, student assignments, outcomes, and video documentation of performance in the classroom as their exit portfolio for the program. These are assessed by the art education faculty and discussed with the student as a final exit performance from the program.

The state requirement that individuals seeking a teaching degree take the Praxis entry exam has recently changed. Students now take the Core Academic Skills Assessment (CASA) exam. This exam in math, reading, and writing is taken freshman year as required entry into the Herron Art Education/School of Education certification programs. Of the 13 sophomores reviewed this year, two failed the math portion of CASA. Three did not register for the CASA. The other 8 passed the CASA. The state requirement that individuals seeking teacher licensure take the Praxis content area assessment has recently changed as well. Art education seniors must now pass the CASA content assessment and the new P-12 pedagogy assessment. Of the 10 seniors completing their degree this year, 9 passed the test. The student failing the test successfully completed her degree, and is scheduled to retake the test this summer.

Students also must pass a sophomore advancement review at Herron.

Findings:

In December 2013, 8 students presented for sophomore advancement review. Of these, 5 passed and three were deferred pending successful CASA results. In May 2014, 6 students presented for sophomore advancement review. Three passed outright, and three passed pending CASA scores.

Actions taken in response:

Math appears to be a weakness (not only in the BAE program, but in Herron overall, though it is not assessed by other school programs). Herron has been communicating throughout the year with the Math Assistance Center, recommending M.A.C. tutors and mentors from the Herron student body, and discussing changes being implemented by the M.A.C. and the Math Department in the wake of the new General Education requirements.

Program is deemed to be operating successfully overall. No internal curricular changes appear necessary based on these assessment findings; we will direct students to math support resources early and often.

Guidance and recommendations continue to be provided to students individually throughout their training.

Post-graduation assessment: Student feedback on the quality of the art education preparation program happens end of senior year. We need a five-year follow-up with students after graduation to see how they feel about their professional preparation for teaching. We are planning to implement a small "think tank" of past graduates to convene for the purposes of program evaluation and recommendations – every three years.

III. Bachelor of Fine Arts (BFA)

Assessment procedures for Herron's BFA-seeking students are being overhauled. Because of the magnitude of the shift, results are not available for this cycle, but future results will be more useful. For decades, students have been evaluated midway through the 4-year curriculum at a Sophomore Advancement Review, at which students presented a portfolio of work, responded to oral questions by a panel of faculty, and submitted written reflections on their progress. Success at Sophomore Advancement Review was required before being admitted to a major and before registering for junior-level classes. This model had many advantages, but overall did not fit with the current emphasis on degree completion. It also measured students against expectations specific to the midpoint of the degree, without measuring the students' individual progress. During the 2013-2014 year, a new model was developed.

The new method serves the purposes of program assessment and individual student advising in a streamlined and consistent manner. Each student will be reviewed three times: at admission, in the fall of the junior year, and at the thesis exhibition. (Note: NASAD requires a thesis or culminating exhibition for BFA students and strongly recommends an admission portfolio.)

A common rubric is at the core of these three assessments. A rubric has been developed by identifying the key learning outcomes (listed below) that are appropriate to review at all three points. Additional review questions will be

added to the core for the mid-level review and thesis review, specific to those points in the students' progress.

Assessment results will be used for program improvement and for advising students. In no case will they be used in performance review of individual instructors.

Admission portfolio: This is a new (revived after several decades) requirement for admission to Herron as a BFA-seeking student. The requirement begins for the class entering in fall 2015, so portfolios will begin being submitted in the fall of 2014.   Students will submit digital portfolios online. The admissions portfolio review rubric has been drafted by the faculty of the admissions committee with input from the associate dean. It is modeled on the VALUE Rubrics of the AAC&U, but tailored to the specific outcomes essential to studies in art and design at Herron.

Mid-level review: The faculty has settled on conducting this review at midterm of the fall of the junior year. While this may seem to be insignificantly later than the end of the sophomore year, it is accompanied by a shift in thinking about the major. Previously, students were not permitted to declare a major until after the review at the end of sophomore year. However, motivation and retention sagged during the sophomore year, between the guidance inherent in the first-year Foundations experience and the sense of membership within the majors. Now we have begun thinking of the majors as three-year experiences, with students declaring their intentions during the spring of the frosh year and given full access to faculty advisors in their majors during the sophomore year. Thus, the mid-level review will come after 2 ½ semesters of a 6-semester major.   This will also allow the review to encompass more of the curriculum and thus to be of greater value for making curricular adjustments.

The mid-level review will use the same rubrics as the admission portfolio review, along with other questions and categories that will serve advising purposes and help the faculty panel to give useful feedback and guidance to each student. Students will arrange for display a portfolio of work (actual work, not digital images thereof, except in the case of ephemeral installation or performance work). They will submit in advance written responses to questions, and will participate in interview-style discussion with a panel of faculty during the review.

The first round of the mid-level review will be conducted in October 2014.

Thesis/Capstone review: Herron is revising its curriculum in order to standardize the way the thesis is positioned within each degree track and to ensure that all students meet this requirement. The exhibition of work will be supplemented by a written artist's statement. These components will be reviewed by faculty using the common rubric plus additional questions specific to capstone moment. The first formal thesis/capstone review will be conducted in May 2015.

We anticipate that this coordinated sequence of three reviews will be of much greater use for tracking students' individual progress, for measuring the effectiveness of the BFA programs, and for guiding students to successful completion of their degrees.

Due to the changes described above, reviews were not conducted in the spring of 2014. Students who just finished their sophomore year will be the first class to be reviewed at midterm in the fall.

Published Student Learning Outcomes for the B.F.A. (Fine Arts disciplines):

1. Students will develop a personal aesthetic that will be demonstrated in the characteristics of their artwork, writings, and speech.
2. Students will demonstrate a mastery of visual thinking and the technical demands and craft appropriate to their discipline and artwork.
3. Students will be able to describe historic and contemporary art directions, movements, and theory and place their own artwork in a contemporary context.
4. Students will write and speak effectively about their artwork and ideas.
5. Students will do research and construct their own aesthetic problems utilizing creative process strategies and critical thinking to provide multiple solutions to the problems.
6. Students will exhibit an openness to different or new ideas and a willingness to examine and reconsider familiar ways of thinking.
7. Students will be able to critique their own and others art work in a theoretically and historically informed manner.
8. Students will apply ideas and methods of thinking from a range of disciplines to problems in their artwork and their lives.
9. Students will be able to engage with diverse communities through personal and creative activities.
10. Students will apply their knowledge of art in a professional context, and will utilize the best practices and ethics held by their profession.

Published student learning outcomes for the BFA in VCD:

1. Students will be able to *identify, describe,* and *summarize* communication problems through user-centered research and analysis.
2. Students will be able to *generate* and *evaluate* solutions to communication problems by creating alternative solutions, prototyping and conducting user testing.
3. Students will *recognize, describe,* and *respond* to social, cultural, physical and cognitive issues embedded within audiences and contexts.

4. Students will be able to *demonstrate* an understanding of visual form in response to communication problems through visual organization/composition, information hierarchy, symbolic representation, typography, aesthetics and the construction of meaningful messages.
5. Students will *understand* and *apply* appropriate tools and technology in the *creation*, reproduction and distribution of visual messages, including but not limited to, drawing, offset printing, photography and time-based media and interactive media.
6. Students will be able to *address* and *discuss* design from a variety of historical, theoretical, social, cultural, technological and economic perspectives.
7. Students will be able to *discuss* and *demonstrate* basic business practices, including the ability to organize design projects and work productively as a member of teams.

VI. Masters of Art Education (M.A.E.)

Published Student Learning Outcomes:

1. Develop a comprehensive, critical understanding of the field of art education by investigating the ways in which art education has evolved and continues to change in response to cultural, economic, social, political, and technological conditions.
2. Examine and explore critical approaches to new media and directions in contemporary art practices, understanding innovative methodologies of professional artists in order to develop new approaches to elementary and secondary art instruction.
3. Understand the importance and roles of diverse learning environments appreciating both formal and informal art learning sites and studio environments in order to construct learning spaces that promote creative production, social learning and collaboration, as well as incorporate multiple contexts including museums, galleries, homes, and other pertinent public sites.
4. Develop in-depth conceptually based curricula with an understanding of local and global communities, and of the benefits and challenges of promoting democratic values in our culturally diverse society.
5. Demonstrate the ability to cultivate critical and creative thinking skills in others and to assert art's role in fostering multi-cultural, intercultural, and interdisciplinary understandings.
6. Demonstrate breadth of knowledge and skills in art history emphasizing contemporary art forms and visual culture, in analytical methods and theories of criticism, and in contending philosophies of art, and understand the foundational relationship of these components

to authentic studio practice; and make these accessible and meaningful to P-12 learners.

7. Develop leadership roles and become an active participant in peer seminars, classroom tutorials, presentations, and reflective processes.
8. Understand, articulate, and continue to nurture the roles of Artist/Teacher/Researcher in their own professional practice and demonstrate increased breadth and depth of competence in studio skills, knowledge, and application.
9. Conduct professional research that demonstrates advanced levels of analysis, insight, design, and methods appropriate for art education settings and audiences. Utilize relevant applications for such research and professional publications.
10. Demonstrate reflective, critical thought, and scholarship as well as a commitment to ongoing professional development, and; contribute to the growth of the profession through disseminating scholarly activity as artist/teacher/researcher at local, state and national professional venues.

Assessment Strategies:

Assessment is highly individual in this program. Enrollment is small and mostly part time, since the students are primarily working teachers. A yearly meeting is organized for all current graduate students. One purpose of the meeting is to solicit written feedback and discussion concerning the program's class offerings and structure.

Individual annual meetings between the faculty program director and each graduate student are mandatory for reviewing each student's progress and course selections. This ensures that each student selects courses and projects that meet their individual goals and address their areas of weakness, while building on their strengths. Adjustments tend to be made at the level of the individual student rather than at the level of the program.

VII. Master of Fine Arts (M.F.A.) in Visual Art

(Formerly, MFA in Visual Art and Public Life)

Upon graduation from the Master of Arts in Visual Art degree program, students will:

1. Be able to analyze and explain in writing and speech the meaning and effectiveness of works of art including their formal, thematic, theoretical, social, cultural, cognitive, and technological aspects.
2. Be able to conduct original creative research by controlling the formal, thematic, theoretical, social, cultural, cognitive, and technological aspects of works of visual art the student makes.

3. Be able to conduct original creative research that results in a cohesive group of art works produced at a professional level of quality in terms of formal, technical, and thematic consistency.
4. Have acquired knowledge of the professional factors, including the ethical responsibilities, of developing artworks in university and community-based collaborations.
5. Be able to critically analyze and communicate the analysis of works of visual art as an intellectual and experimental practice that is rooted in a specific time and place.
6. Have acquired knowledge of how to maintain a creative studio practice in a professional context, from making work to its presentation, installation, marketing, and critical analysis.
7. Be able to research, plan, design, fabricate, and complete their own art works (alone and in collaboration with others) utilizing a variety of technical processes in a variety of public and private settings for a variety of aesthetic and intellectual purposes.

Assessment strategies:

Each student pursuing the MFA in Visual Art has an advisory committee of three or four faculty members, who oversee and review their work. Student work, along with the student's ability to explain and critique the work, is assessed three times during the two-year program, after 30 credits, after 45, and after 60 when the thesis is presented. (Students also receive grades for each course.) The teaching and mentoring in this program is highly individualized and students typically work alongside their advisors in the studio with discussion undertaken throughout the process of work, from conception of the project, to research, to methods of fabrication, to final installation.

Principles of Graduate and Professional Learning are also assessed at these reviews. Given the level of individualized mentoring provided throughout the program, it is not surprising that scores in this area are consistently excellent. However, the decision has been made to revise our evaluation system for these. Currently, students are judged against the expectations for each level, which rise over the course of the program. In future, we will develop a consistent rubric to evaluate students at admission, midpoint, and end of the program. This will improve consistency between reviewers and also better demonstrate student improvement over the course of the program.

Findings:

Students are meeting their own and the program's goals on an appropriate schedule as evidenced by the 30-, 45-, and 60-hour reviews.

> 30 hour reviews: 10 students reviewed. 8 passed, 2 passed conditionally, 0 failed.

<u>45 hour reviews:</u> 17 students reviewed. 15 passed, 2 passed conditionally, 0 failed.

<u>60 hour review:</u> 12 students reviewed. 12 passed, 0 failed.

PGPL findings (4= excellent, 3= satisfactory, 2= fair, 1=poor)

Knowledge and Skills
     30 hour reviews: average 3.00
     60 hour reviews: average 3.79

Thinking critically, applying judgment
     45 hour reviews: average 3.66
     60 hour reviews: average 3.88

Ethical conduct
     45 hour reviews: average 3.74
     60 hour reviews: average 3.83

Communication
     30 hour reviews: average 3.18
     60 hour reviews: average 3.67

Actions taken in response:

The program is judged to be functioning well. No changes are planned based on these assessment findings. Plans are being made to improve the way we assess the PGPLs (see above).

MA in Art Therapy

In May 2014 the first class of Art Therapy students graduated. The students form a tightly knit cohort that spends a great deal of time with the faculty. The curriculum includes internships with both individual and group supervisions as well as highly interactive classes. Faculty members mentor the students throughout the program and have many opportunities for redirecting students along the way.

<u>Principles of Graduate and Professional Learning</u>

Art therapy students in academically-based and professional graduate level programs on the IUPUI campus will demonstrate the following abilities:

1. Demonstrate mastery of knowledge and skills needed to meet standards

of performance as stated for each degree, including proficiency in educational objectives and outcomes, creative endeavor, and clinical applications appropriate to the field.
2. Think critically and creatively to solve problems in their field of study.
3. Communicate effectively with their peers, clients and general public.
4. Meet all ethical standards established for the discipline.

PGPL's are measured through:
1. Didactic and experiential coursework evaluations
2. Clinical Practicum and Internship Supervision Evaluations
3. 30-45-60 credit reviews
4. Thesis/Capstone research evaluations

Credit Reviews

30: The 30 credit review takes place at the end of the spring semester in between years one and two of study.

In 2013 the students were required to take both a written and an oral comprehensive exam that assessed an overall understanding of basic foundational concepts learned throughout first year of study. In particular, the oral comprehensive examination seeks to assess the integration of different types of information in the conceptualization of cases, use of information gathered graphically and verbally, and the development of intervention strategies and treatment goals based on this information.

In 2014 the students were required only to take the oral comprehensive examination, as the written examination did not prove to be necessary for assessing learned competencies.

Outcome:
2013:
10 students tested. 80% passed the written comprehensive exam; 0% passed the oral comprehensive exam.

2014:
8 students tested. 80% passed the oral comprehensive exam. The two students that did not pass the exam will be required to re-take the oral comprehensive exam in August 2014.

45: The 45 credit review takes place at the end of the fall semester, second year. In 2013, this credit review consisted of an oral comprehensive examination based on the passing rate of the 30 Credit review, which was 0%.

All of the students were required to take a mandatory 6-week weekend intensive course to practice review of artwork as it applies to clinical assessment and intervention. This intensive course was provided on a volunteer basis by program director and program FT faculty, and no faculty compensation was provided. No formal grading procedures were implemented for the coursework and the plan was to re-conduct the oral comprehensive examination in December 2013 at the end of the first semester, and this would constitute the mandatory 45 credit review.

Outcome:

10 students tested. 80% passed the oral comprehensive exam.

Plan: Because it is required to pass the 30 and 45 credit review in order to continue progression through the program, 80% of the students needed to take an additional oral comprehensive exam, scheduled for March, 2014.

Outcome:

8 students tested. 100% passed the oral comprehensive exam.

2014: TBD; 45 credit review to take place in December 2014.

60: All students are required to complete 6 credits of Capstone/Thesis research in their second year of study in order to meet the requirements for graduation. In 2013-2014, 8 students worked towards this goal. (one student dropped out of the program and one student deferred her research coursework until the following school year, and will delay graduation).

Outcome: 8 students completed their thesis/capstone research, meeting 100% compliance.

Internship progress assessment

The 37-point assessment below is generated from rubrics attuned to professional standards determined by the American Art Therapy Association. These results are a summary of an assessment process that is embedded, authentic, and grounded in close observation of individual students in action.

The ratings below show first, the midterm total, second, the percent below average level expectations at midterm, third, final total, fourth, percent below average expectations at final.

1. Knowledge and application media that can be used to reach treatment goals	4	29%	1	7%
2. Use of art to elicit verbal associations and responses.	4	29%	1	7%
3. Understanding and clinical application of art as therapy.	4	29%	0	0%
4. Understanding and clinical application of art psychotherapy.	4	29%	0	0%
5. Knowledge of both health and pathology in art.	8	57%	1	7%
6. Detection of crisis as evidenced in artwork.	7	50%	1	7%
7. Identification of dynamics, conflicts, stressors, and defenses in art.	10	71%	0	0%
8. Develops art therapy interventions that are in accordance with client and treatment center goals.	4	29%	1	7%
9. Establishes a therapeutic alliance, facilities and therapeutic process, and maintains a supportive environment	1	7%	1	7%
10. Awareness of how and when to make therapeutic interventions.	4	29%	1	7%
11. Application of effective listening and observation skills.	2	14%	0	0%
12. Application of the self-evaluation to the events of groups or individual therapy sessions.	3	21%	1	7%
13. Facilitates closure in therapy sessions.	1	7%	0	0%
14. Integrates patient behavior with graphic responses.	3	21%	0	0%
15. Recognizes and intervenes appropriately with patient and staff resistances.	3	21%	1	7%
16. Exhibits sensitivity to cultural issues.	3	21%	0	0%
17. Displays acceptance and empathy for client.	1	7%	0	0%
18. Creates atmosphere of trust for expression of feelings.	3	21%	1	7%
19. Communicates expectations of behaviors to client.	2	14%	1	7%
20. Develops rapport with client.	1	7%	1	7%
21. Records results of client's assessments/sessions according to site-specific standards.	1	7%	0	0%
22. Prepares therapy session plans appropriate to objective.	2	14%	1	7%
23. Documents art productions and maintains file of client's artwork.	0	0%	0	0%
24. Prepares comprehensive summary of clinical sessions with recommendations.	1	7%	0	0%
25. Maintains records of own clinical hours.	1	7%	0	0%
26. Obtains signed authorization for use of patient/client artwork.	0	0%	0	0%
27. Maintains confidentiality and HIPPA compliance.	0	0%	0	0%
28. Time Management: is punctual for appointments and cancels when necessary.	3	21%	0	0%
29. Turns in plans and reports on time.	3	21%	0	0%

30. Exhibits a professional manner in attire and speech.	2	14%	0	0%
31. Self-Presentation: Exhibits professionalism in maturity and responsibility	2	14%	0	0%
32. Staff relationships: Develops relationships that are professional and enhance work environment.	2	14%	1	7%
33. Independence: Demonstrates ability to conduct art therapy assessments in groups and individual sessions independently.	1	7%	1	7%
34. Program Development (seconds year students only): Demonstrates program development skills.	7	50%	0	0%
35. Ethics: Demonstrates knowledge of ATCB Code of Professional Practice and AATA Code of Ethics and applies them in practice.	0	0%	0	0%
36. Evaluation: Engages in productive self-evaluation.	2	14%	0	0%
37. Communication: Communicates professionally with other members of the treatment term.	1	7%	0	0%