

DRAFT PROPOSAL

Visual Arts

Program Assessment Plan

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I IDENTIFIED MEASURABLE EDUCATIONAL GOALS

Area Mission Statement and Goals

Unlike other departments at Indiana University South Bend, Visual Arts is considered an Area of the Ernestine M. Raclin School of the Arts. As such, the Area Coordinator is the equivalent position to Department Chair, reporting to the Dean of the School, Dr. Thomas Miller.

Mission Statement

The mission of Visual Arts is to prepare students to be effective, culturally literate, ethical visual artists. To this end, our programs emphasize the mastery of a theoretical understanding of visual arts, critical thinking skills, and a mastery of artistic technique pursued within a framework of traditional liberal arts and visual arts studies.

Goals

Visual Arts offers two baccalaureate programs—a Bachelor of Art in Fine Arts (B.A.) and a Bachelor of Fine Arts with a concentration (B.F.A.).

- Bachelor of Art in Fine Arts
The B.A., which requires 48 credits in visual arts, is designed for a student who desires significant breadth of experience and understanding, rather than a professional specialization. Students develop visual sensitivity, the ability to conceptualize observations, and some familiarity with artists and movements of the past and present.
- Bachelor of Fine Arts with a concentration
The B.F.A., which requires 78 credits in visual arts, is considered the degree for professional preparation and provides more breadth and depth in a chosen area of concentration. Students combine the knowledge and attitudes drawn from the breadth of their liberal arts experience with their studio practice. The primary emphasis of the degree is to develop technical competencies, theoretical knowledge, and sensitivities necessary for the professional artist.

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We also offer an Associates degree in Fine Arts.

The following are the goals for students in both the B.A. and B.F.A. programs. By the end of a student's final year, Visual Arts majors will be able to:

- 1 Demonstrate familiarity with the history of art from ancient to contemporary. This includes a component of research, critical thinking, and writing about theoretical and conceptual principles.
- 2 Demonstrate fundamental competencies in drawing, two-dimensional design, three-dimensional design, and computer art and design.
- 3 Demonstrate application of knowledge and technical skills as applied to studio arts. B.A. students will demonstrate knowledge and skill that encompasses at least three different disciplines. B.F.A. students will demonstrate knowledge and skill in a chosen area of concentration, to include an intensive thesis project.
- 4 Understand and appreciate the importance of Visual Arts in both personal and professional realms of the student's life.
- 5 Demonstrate the ability to articulate conceptual principles, ideas and thought to others.

These goals are designed to allow Visual Arts students the ability to have a mutual foundation in basic principles, as well as a specialization in their chosen area. This ensures both a theoretical and practical knowledge of visual arts, as well as area-specific experience in their chosen concentration.

School Mission Statement and Goals

The Ernestine M. Raclin School of the Arts manifests the fundamental role of the fine, performing, and communication arts in our diverse and global community. We commit ourselves to educate our students artistically and intellectually in order to facilitate personal and professional development. We value excellence in visual, spoken, written, kinetic, electronic, and musical expression. We seek to graduate creative individuals who think critically, communicate effectively, and act responsibly in society.

The following statements (goals) inform our mission:

- 1 Students are the focus of our endeavors.
- 2 We are a diverse body of faculty and staff who motivate, lead, and instruct students at the highest possible level and whose active professional lives model the standards we expect of our students.

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- 3 We serve students with diverse educational and professional goals.
- 4 We pursue significant intellectual achievement and excellence through performance.
- 5 We create partnerships with our community that provide artistic development and reach audiences that we might not otherwise serve.

Campus Mission Statement and Goals

Indiana University South Bend provides an environment for learning and working that attracts and retains students, faculty, and staff; fully develops and challenges individual talents throughout the community; encourages free and spirited collaboration; and maintains a commitment to quality, integrity, and academic freedom.

II METHODOLOGY FOR MEASURING THE ATTAINMENT OF EDUCATIONAL GOALS

Techniques

Pre-Arts Codes

Upon entering the Ernestine M. Raclin School of the Arts, students are assigned a specific code: Pre-B.A. (Bachelor of Arts with a major in Fine Arts) or Pre-B.F.A. (Bachelor of Fine Arts with a studio concentration). This code identifies them as designated majors within Visual Arts until such time that they pass their upper divisional review, when they become full majors.

Upper Divisional Process

With the exception of graduation and the senior exhibition, the Upper Divisional Review is the most important milestone in the academic career of IUSB Visual Arts students. It provides an opportunity for the Visual Arts Faculty to evaluate a student's progress and her or her aptitude for continued study in either the B.A. or B.F.A. program.

A Pre-B.A. or Pre-B.F.A. student is scheduled for an Upper Divisional review when the following criteria have been met:

- 1 Completing between 50 and 60 credit hours.
- 2 Completing all but one of the following fundamental courses:
 - F100 Fundamental Drawing

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F101 Fundamental 3D Design
F102 Fundamental 2D Design
P273 Computer Art & Design I (Pre-B.F.A. students only)
A101 Ancient to Medieval Art History
A102 Renaissance to Modern Art History

The Upper Division Review process encompasses presentation of the student's portfolio. The student makes a brief statement addressing his or her area of interest, goals and aspirations. Faculty also ask questions which ask the student to draw on their knowledge of artistic concepts and principles. In addition, the student's academic and advising record is reviewed.

Criteria for Acceptance into Programs:

- 1 A minimum cumulative GPA of 2.0.
- 2 A minimum GPA of 2.5 in classes required for the major.
- 3 Completion of all but one fundamental studio and introductory art history courses.
- 4 Exhibition of portfolio of work, which, in the Faculty's judgment, demonstrates breadth and quality as well as an attitude appropriate toward learning.

Senior Exhibition

Students graduating with a B.F.A. in Fine Arts must have a B.F.A. exhibition at the end of the last year. Students graduating with a B.A. in Fine Arts may choose to have an exhibition, if they wish. Work will be shown in the IUSB Gallery.

The B.F.A. Exhibition should address the following requirements:

- Work completed during their academic career at IUSB.
- Work should represent the student's area of concentration, preferably completed in upper-level classes.
- Work should be matted and framed in a professional manner.
- An artist's statement should accompany the work. This statement should be reflective of their academic experience and hopes of the future.
- Students must advise with a professor in their area of concentration to review quality and quantity of work chosen. The professor must approve work to be exhibited.

Student exhibitions are examined by the Fine Arts Faculty and must receive a grade of C or better in order to pass.

Advising

Fine Arts students are required to advise each semester. The Fine Arts Program uses an advising template which tracks a student's progress throughout their degree program. This template is printed out and provided to each student at the advising session. So a student has a clear idea, at all times, what degree requirements have been met and what requirements need addressing. Faculty advisors make recommendations to students at each session about what requirements should be addressed, so that students can progress through their chosen programs efficiently.

Faculty reviews each student's progress and notes are made on the advising template. These notes provide a record, which can be accessed by Fine Arts Faculty when advising. These advising records help assure that students take placement exams and address any required remedial courses, are scheduled for their Upper Division Review at the appropriate time in their academic career, and complete degree requirements in a balanced and efficient manner.

In addition, advising sessions provide the student with the opportunity to address any concerns they might have, such as choosing a degree program and/or area of concentration, difficulties in an area of study, as well as any successes or impediments they encounter in their academic career. It provides students with someone they can rely on for guidance.

Advising questionnaires have been put into use to help assess the effectiveness of the advising process.

Course Surveys

All courses in the Ernestine M. Raclin School of the Arts require faculty members to administer instructor / course evaluation forms to their classes at the end of the semester. These forms include both qualitative and quantitative data. Qualitative data comes in the form of constructive comments about the class or instructor. Quantitative data comes in the form of 47 questions which provide student demographics (e.g., year, G.P.A. expected grade, preparation time, and attendance record), course content, readings / text, instructor qualities (teaching style, preparation, organization, etc.), examinations / assignments, and overall course experience.

Capstone Course

All B.F.A. students are required to take the capstone course. The focus of the capstone course has recently changed, and now focuses on art criticism. The course examines historical

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approaches to art criticism from the 18th century to present. The course examines different forms of art writing and will encourage the student to practice writing skills by formulating ideas and presenting and substantiating arguments in a way that is articulate and intelligent.

Encounter Questionnaires

Information regarding student interests, success, and overall program quality will be assessed in the form of a questionnaire at two points in a student's academic career:

Encounter Questionnaire

Mid-way through a student's academic career, they will be surveyed by their academic advisor for the following information:

- 1 Strengths of the program (to date).
- 2 Areas of difficulty they have encountered.
- 3 Whether the program is meeting their initial expectations, and if not, what can be done to improve it.

Post-Encounter Questionnaire

Once a student has graduated from the program, they will be surveyed for the following information:

- 1 Overall general experience in Visual Arts
- 2 Strengths of the program.
- 3 Areas for improvement.
- 4 Field they will be pursuing upon graduation.
- 5 Future goals.

III PROCESS FOR USING ASSESSMENT INFORMATION TO IMPROVE PROGRAMS

Faculty Collection, Collation, and Analysis

Currently, both individual faculty members and the faculty as a whole perform assessment activities. Individual faculty members construct assessment techniques and strategies for their assigned courses. Decisions regarding program changes/additions, creation of program assessment strategies (e.g., upper divisional process, portfolio review, etc.) are voted on, and implemented (with a majority vote), in faculty meetings. Minutes from these meetings are kept electronically on the Arts drive (H). Reports, reviews and other materials

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are filed with the Area Coordinator, kept with the Fine Arts liaison to the IUSB Senate Assessment Committee, and are provided upon request from a faculty member.

Area (Departmental) Resource Allocations

Although there is no budgetary line item available for Visual Arts assessment, a permanent assessment topic has been added to faculty meetings. This on-going discussion will cover various topics, including assessment reports, problems / concerns, and future activities which will impact the Area and faculty.

Reporting of Changes in Curriculum, Scheduling, Advising, Etc. Resulting from Assessment

All changes that occur because of assessment are discussed during faculty meetings or via e-mail. Changes can include (but are not limited to):

- Discussion of program strengths and weaknesses from course evaluations;
- Developing new courses based on student need (request);
- Changes to the curriculum for either the B.A. or B.F.A. in Fine Arts;
- Changes to the concentrations in either the B.A. or B.F.A. in Fine Arts;
- Scheduling courses (rotation, frequency, and offerings) at various times / days;
- Long-term scheduling (4-6 years out);
- Academic advising procedures and policies;
- General academic policies regarding Visual Arts majors.

Revision / Updating of Assessment Plan

Any changes, updates, or additions to the Visual Arts Assessment Plan are done with full faculty involvement and must have the majority vote of the faculty in order to be implemented. Once faculty has agreed upon changes, any revisions and updates are reported to the liaison to the IUSB Senate Assessment Committee. As such, the liaison compiles the changes / additions, provides them to the faculty for discussion, integrates additional edits or changes which might occur from the discussion, and distributes them to the respective faculty members in Visual Arts, the Dean of the Ernestine M. Raclin School of the Arts, and the Senate Assessment Committee.

IV PARTICIPATION OF ALL CONSTITUENCIES

Faculty

All full- and part-time Visual Arts contracted faculty members have the ability to provide suggestions or comments on assessment strategies, have input on assessment procedures, or do assessment.

In terms of voting, all full-time, contracted faculty members are eligible to vote on changes, additions, or deletions to assessment strategies, tools, or the overall plan. If an element the Annual Report, Third Year Report, or the Assessment Plan pertains to associate faculty, then they will be added to the voting procedures.

Students

Visual Arts League. The League is a new organization that plans to finance activities for students, such as field trips to museums, visiting artists, etc.

Academic Advising. In Visual Arts, the faculty act as academic advisors to declared majors in the program. Working one-on-one with a student allows faculty to guide students through their program and overcome any obstacles.

Hiring of New Faculty. When interviewing for new faculty members during the academic year, candidates are required to give a 30 minute presentation in a class. As such, the faculty member will elicit comments regarding the candidate's teaching style, content and other areas and provide it to the hiring committee as student feedback.

Informal Student Commentary. On many occasions, students will provide faculty members with comments and suggestions in regard to curriculum changes, course suggestions, academic issues, or other items pertaining to the overall assessment strategies of Visual Arts.

V RECORD KEEPING ACTIVITIES

Area (Departmental) Procedures

All assessment-related documents, materials, and communiqués are forwarded to, and through, the Visual Arts liaison to the IUSB Senate Assessment Committee.

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In addition, the liaison compiles, writes and files the Annual Reports; compiles, coordinates, writes, and submits the Third Year Reports; and presents any assessment-related material or reports to the assessment committee.

Area (Departmental) Liaison

Currently, Anthony Droege is the Area liaison to the Indiana University South Bend Senate Assessment Committee. The liaison position can change to a different person if another faculty member accepts the duties, informs the Area Coordinator and Dean of the Ernestine M. Raclin School of the Arts agree to the change, and all full-time faculty agree on the change.

Report Submission

The Visual Arts liaison submits all Annual Reports to the Senate Assessment Committee by the required deadlines. Copies are filed with the Area Coordinator of Visual Arts and in the central assessment area within the liaison's office.

Respectfully submitted,

Karen Ackoff

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Acknowledgment and thanks to Alec Hosterman, Communication Arts.