

**School of Art**

Assessment Inventory

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## **School of Art Assessment Inventory**

### **Mission and Goals Statement –**

The mission of the School of Art parallels that of the College of Fine Arts and is stated in the University Academic Plan for 2002-2007.

The mission of the College of Fine Arts is to educate students as artists, as teachers in the arts (elementary, secondary, and higher education), as arts researchers, and as life-long audience members who are able to respond to and appreciate the arts. The departments of the College create and produce studio and performing arts works as well as research in order to support this mission. (Academic Plan, p. 8.)

As stated in the Academic Plan, the University recognizes that this mission is "central to the overriding mission of Illinois State University" (p. 8).

The goals of the School of Art are:

1. to maintain an educational program in the visual arts that provides a professional education in the studio arts, art education, graphic design, and art history.
2. to provide art-based instruction for the University's General Education program and, therefore, for the general student population, and selected course work in art production for non-art majors interested in the studio disciplines.
3. to recruit and/or retain a faculty and staff with strong academic and professional credentials, who are committed to teaching, to their own creative/scholarly work, and to participation in academic shared governance.
4. to provide and maintain physical facilities and resources adequate to the educational mission and goals of the School.
5. to recruit and retain students who are committed to acquiring a professional-level art education within the liberal arts environment of the University.

Goals 1 and 2 are directly related to fulfilling the overall mission of the School of Art, the College of Fine Arts, and the University. Goals 3 and 4 address the human and material resources necessary to accomplishing goals 1 and 2. The accomplishment of goal 5 is largely dependent on the accomplishment of goals 1, 2 and 3.

In addition, the School of Art has an overriding goal of being and being recognized as one of the leading art programs in the state and the region.

## **School of Art**

### **Objectives**

#### **B.A.**

1. to prepare students for professional careers as artists, designers and art educators
2. to prepare students for graduate level study in studio art, design, art history and teacher education.

The BS/BA degree programs are the primary programs by which these mission objectives are accomplished.

#### **B.F.A. program**

1. to prepare students in a highly specialized and directed way to enter selected studio or professional fields in the visual arts;
2. to prepare students for entry into graduate programs in the visual arts and careers in the field of art;
3. to enable students to concentrate in specific media areas and to develop high levels of technical proficiency in those areas;
4. to develop students' knowledge of major achievements and principal artists in the art of Western and non-Western cultures; and
5. to prepare students to make discerning evaluations of quality in design products and works of art.

#### **M.A./M.S.**

1. to educate students in studio art, art history and art education
2. to prepare students for careers in select areas of studio practice, in elementary and secondary art teaching, and in museum and gallery work, or for further advanced study in art disciplines.

#### **M.F.A.**

1. to develop the student's proficiency as a studio artist in the individual's selected discipline;
2. to fully prepare students for active and successful lives as career artists;
3. to prepare students for careers as art teachers, especially in higher education;
4. to acquaint students with current issues in art, art criticism, and art history;
5. to direct students in acquiring unique artistic expressions or styles;
6. to assist students in acquiring the skills to communicate in writing and speaking about their artwork and its intellectual implications;

7. to provide the terminal degree, qualifying the graduates for pursuit of careers in higher education;
8. to utilize fully a performance-training center at ISU to train professionals and to provide a significant cultural experience for the people of central Illinois.

## **School of Art**

### **Learning Objectives for Foundations Program (common to B.A./B.S. and B.F.A. degrees in studio arts, graphic design, and art education)**

1. Students will demonstrate a mastery of fundamental principles, formal strategies and skills in a variety of drawing media, as well as an understanding of relevant traditional and contemporary conceptual issues in the visual arts.
2. Students will demonstrate a mastery of fundamental principles, formal strategies and skills in a variety of two-dimensional media, as well as an understanding of relevant traditional and contemporary conceptual issues in the visual arts.
3. Students will demonstrate a mastery of fundamental principles, formal strategies and skills in a variety of three-dimensional media, as well as an understanding of relevant traditional and contemporary conceptual issues in the visual arts.
4. Students will demonstrate knowledge of the major monuments and periods in the history of art from pre-historic times to the end of the medieval period, circa 1400.
5. Students will demonstrate knowledge of the major monuments and periods in the history of art from the early Renaissance, circa 1400, to the end of the Baroque period, circa 1775.

### **Learning Objectives for Art History Core**

1. Students will demonstrate knowledge of the major monuments and periods in the history of art from pre-historic times to the end of the medieval period, circa 1400.
2. Students will demonstrate knowledge of the major monuments and periods in the history of art from the early Renaissance, circa 1400, to the end of the Baroque period, circa 1775.
3. Students will demonstrate knowledge of the major monuments and periods in the history of art from the Romantic period, circa 1775, to the end of the Modern period, circa 1970.

## **Learning Objectives for the B.A./B.S. Degree**

### **Studio Arts**

1. Students will demonstrate formal and conceptual competence in at least one discipline in the studio arts.
2. Students will demonstrate an understanding of the major issues in contemporary art and of these issues' relationship to their own art work.
3. Students will demonstrate knowledge of the major monuments and periods in the history of art from the Romantic period, circa 1775, to the end of the Modern period, circa 1970.
4. Students will demonstrate the ability to complete a research project in a specific subject in art history.

### **Art Education**

1. Students will demonstrate formal and conceptual competence in at least one discipline in the studio arts and/or an appropriate range of studio disciplines most relevant to their teaching level.
2. Students will demonstrate competence in the methods of teaching art from grades K-12.
3. Students will demonstrate knowledge of the major monuments and periods in the history of art from the Romantic period, circa 1775, to the end of the Modern period, circa 1970.
4. Students will demonstrate the ability to complete a research project in a specific subject in art history.

### **Art History**

1. Students will demonstrate knowledge of the arts of the Americas, Africa, and the South Pacific
2. Students will demonstrate broad knowledge of the history of art on an advanced level
3. Students will demonstrate knowledge of the relationship between art history and related disciplines.
4. Students will develop advanced research skills adequate for the pursuit of graduate level study in art history.

## **Graphic Design**

1. Students will demonstrate formal and conceptual competence in the practice of graphic design and appropriate related ability in selected studio disciplines.
2. Students will demonstrate knowledge of the major monuments and periods in the history of art from the Romantic period, circa 1775, to the end of the Modern period, circa 1970.
3. Students will demonstrate the ability to complete a research project in a specific subject in art history.

## **General Assessment of the BA/BS**

Although the development of skills and concepts are emphasized throughout the curriculum, the need for students to synthesize all the elements of their education in art and design is understood. Emphasis is put on our ability to assess the degree to which BA/BS art majors are able to do this and success is tracked in a variety of ways, from the completion of Foundation and Core requirements through to graduation. The first level of assessment involves the successful mastering of the material and content of these basic courses. To continue, students must achieve at least a C in every School of Art course and maintain a minimum 2.5 GPA in the major. By the end of the sophomore year all BA/BS students must apply to one of the four sequences that make up the art program - Graphic Design, Studio, Art Education, or Art History. In all classes, students undergo continuous critiques and evaluation of their work. This is done in addition to the grading of individual projects and is designed to be an assessment strategy, evaluating the progress students are making and their ability to synthesize their knowledge, skills, problem-solving ability and critical and analytical judgment. As they progress, the students are expected to work more independently, to develop their own projects, and to form a conceptual framework for their artwork.

Students in the Teacher Education Sequence are required to take Art 309, a professional-preparation course, which involves pre-student teaching clinical experiences. The work done in this class helps prepare the students for their capstone student teaching experience through a combination of curriculum creation exercises and a required component of Saturday morning art classes conducted by the students for children from the community. These Saturday morning classes are an important part of assessing the readiness of Teacher Education students to do full scale student teaching.

## **Learning Objectives for the B.F.A. Degree**

1. Students will demonstrate a high level of formal and conceptual competence in at least one discipline in the studio arts.
2. Students will demonstrate a significant understanding of the major issues in contemporary art and of these issues' relationship to their own artwork.

3. Students will demonstrate knowledge of the major monuments and periods in the history of art from the Romantic period, circa 1775, to the end of the Modern period, circa 1970.

4. Students will demonstrate the ability to complete a research project in a specific subject in art history.

### **General Assessment of the BFA**

The need for students to synthesize all the elements of their education in art and design is understood by the faculty and is built into the entire program. Emphasis is put on our ability to assess the degree to which art majors are able to do this and is tracked in a variety of ways from the completion of the Foundations program through to graduation. The first level of assessment involves the successful mastering of the Foundation material and content, which are intended to provide a common basis of knowledge and skills on which students will build. To continue, students must achieve at least a C in every School of Art course. By the end of the sophomore year all students must apply to one of the four sequences that make up the art program, Graphic Design, Studio, Art Education, or Art History, or apply for admission to the BFA program, which involves submission of a portfolio and a letter of support from a faculty sponsor to the BFA Committee. The BFA applicant also undergoes an interview. If accepted into the BFA program, the student must choose two mentors to help guide his/her program. In addition to the assessments already described, BFA students undergo a final review that consists of an individual exhibition of work in the University Galleries and the writing of a supportive statement. Both the exhibition and the statement demand a synthesis of all they have learned to that point. Students cannot have this final capstone experience without approval of their faculty mentors who evaluate the students' readiness for it. Much of the work done in this program is tutorial-based and requires a great deal of independent, self-directed work on the part of the students.

### **Learning Objectives for the M.A./M.S. Degree**

1. Students will demonstrate a high level of competence in the theory and practice of either art education, art therapy or a specific discipline in the studio arts.

2. Students will demonstrate the ability to complete research projects in specific subjects relative to their disciplinary emphasis.

3. Students will demonstrate an in-depth understanding of the relevant major field in both written and oral form.

### **General Assessment of the MA/MS**

The skills and concepts outlined are emphasized throughout the MA/MS curriculum,

from the beginning of coursework when entering the programs. It continues in all studio courses, especially through the use of individual and group critique, and in all lecture/discussion courses through reading and writing assignments. Assessment is a continuous process that indicates the degree to which results are being produced in each student's work, and since all three sequences share a common core, all involve some degree of art history and aesthetics and research methods, each in its own way. Since studio work is part of the Art Education Sequence, as well as the Studio Art Sequence, there is a wide range of competencies on which students can draw. The experiences give students opportunities to integrate knowledge of studio practices, knowledge of art history, knowledge of research methods, and knowledge of pedagogical practice. As they progress, the students are expected to work more independently, to develop their own projects, and to form a conceptual framework for their artwork, historical and analytical thinking, and knowledge of teaching.

### **Learning Objectives for the M.F.A. Degree**

1. Students will demonstrate a professional level of competence in at least one discipline of the visual arts.
2. Students will demonstrate a significant understanding of the major issues in contemporary art and of these issues' relationship to their own artwork.
3. Students will demonstrate the ability to complete a research project in a specific subject in art history.
4. Students will demonstrate the ability to explain their artwork in both written and oral form, including doing an analysis of the artwork, a summary of research related to the work and a discussion of new directions in the work.

### **General Assessment of the MFA**

The School of Art has a coherent MFA curriculum, in which new courses (e.g. Life Drawing II, Social Documentary Photography, Video I and II, Integrated Media I and II, a number of special topics courses) and modifications have been implemented during recent years. These changes reflect programmatic needs identified by the graduate faculty; other developments are considered and discussed continually. Current course requirements are up-to-date, and they ensure appropriate general and specialized learning.

The course requirements are established primarily by discipline (painting, printmaking, photography, glass, on so on), so that a student is committed to learning about and expanding on the technical, aesthetic, and conceptual models established historically and in contemporary society. The student is expected to use the knowledge gained from and experiences related to course work to mature artistically and intellectually as a unique and creative form of expression is developed. Diversity within the course requirements is

assured by the innovation of the faculty and by the variety of backgrounds, aesthetic positions, and areas of expertise represented within the faculty ranks.

A typical program for the Master of Fine Arts degree will include at least 60 semester hours of graduate work beyond the bachelor's degree. These 60 hours may be programmed as follows:

1. at least 36 semester hours must be taken in the School of Art; of these at least 24 must be at the 400 level;
2. at least 24 semester hours must be in the student's major studio area; of these at least 18 must be at the 400 level;
3. at least 12 semester hours must be taken in art history, or nine hours may be taken in art history with three hours in related areas such as aesthetics, philosophy, or anthropology, or M.F.A. Seminar;
4. at least three hours of M.F.A. Seminar (taking the M.F.A. Seminar under heading "3" does not substitute for this requirement);
5. and six hours of 496 M.F.A. Exhibition and Supportive Statement. (This will involve a comprehensive exhibition of studio work, an exhibition-related written project, and a comprehensive oral examination. Candidacy review must take place before a student can enroll in Art 496 or schedule the M.F.A. exhibition and must include approval of proposal for the supportive statement.)

It should be understood clearly that the accumulation of 60 semester credit hours is not the primary criterion in evaluating final achievement. Instead, it is the exhibition and demonstration of the student's competency and intellectual maturity in his/her area of the arts that must be deemed sufficient. In view of this understanding, a major requirement is a comprehensive showing of the student's visual work, along with a written project and an oral examination of the intellectual implications of his/her work.

## **School of Art**

### **Assessment Systems Used to Measure Learning Outcomes (by degree program and linked to learning objectives by parallel numbers)**

#### **BA./BS. and B.F.A.**

##### **Foundations Program**

(1) All art majors, except for art history majors, are required to take Art 104, Visual Thinking: Drawing Fundamentals. They receive instruction in drawing principles, formal strategies, and skills and the results are evaluated on an ongoing, individual, one-on-one basis by the instructor and through group critique sessions involving other students and the instructor. As the drawing work itself demonstrates outcomes in mastery of the principles and skills, the critiques demonstrate the degree to which students can explain and analyze both their own and others' work in relation to traditional and contemporary art concepts.

(2) All art majors, except for art history majors, are required to take Art 103, Visual Thinking: 2D Fundamentals. They receive instruction in two-dimensional media principles, formal strategies, and skills and the results are evaluated on an ongoing, individual, one-on-one basis by the instructor and through group critique sessions involving other students and the instructor. As the 2D work itself demonstrates outcomes in mastery of the principles and skills, the critiques demonstrate the degree to which students can explain and analyze both their own and others' work in relation to traditional and contemporary art concepts.

(3) All art majors, except for art history majors, are required to take Art 109, Visual Thinking: 3D Fundamentals. They receive instruction in three-dimensional media principles, formal strategies, and skills and the results are evaluated on an ongoing, individual, one-on-one basis by the instructor and through group critique sessions involving other students and the instructor. As the 3D work itself demonstrates outcomes in mastery of the principles and skills, the critiques demonstrate the degree to which students can explain and analyze both their own and others' work in relation to traditional and contemporary art concepts.

(4) All art majors are required to take Survey of Art I, which covers the period indicated. They demonstrate their knowledge of the monuments and periods through testing that includes identification of relevant slide and digital images.

(5) All art majors are required to take Survey of Art II, which covers the period indicated. They demonstrate their knowledge of the monuments and periods through testing that includes identification of relevant slide and digital images.

## **B.A./B.S.**

### **Studio Arts**

(1) In addition to the sequence of required courses in a discipline that students take and the one-on-one supervision of them within the studio environment, students also participate in regular critique sessions, involving both faculty and other students, that require them to analyze and explain their work, both formally and conceptually.

(2) Students are required to relate their artwork to contemporary art practice. This is done through ongoing discussion with the instructor during one-on-one class mentoring and within the group during class critiques. All B.A./B.S. students are also required to take coursework in either modern art or contemporary art, which assesses learning outcomes through testing and written assignments research and analysis.

(3) All art majors are required to take Survey of Art III, which covers the period indicated. They demonstrate their knowledge of the monuments and periods through testing that includes identification of relevant slide and digital images.

(4) All art majors are required to take at least two advanced level art history courses. Normally, these courses are seminars, which require significant research and writing components. These projects are closely monitored and evaluated by art history faculty members well-trained in this kind of assignment.

### **Art Education**

(1) In addition to the sequence of required courses in a discipline that students take and the one-on-one supervision of them within the studio environment, students also participate in regular critique sessions, involving both faculty and other students, that require them to analyze and explain their work, both formally and conceptually. Since all studio-based courses involve one-on-one instruction and critique as a regular part of the methodology, art education students taking a range of studio courses will be assessed using these same methods.

(2) Art Education students are required to take teaching methods in both the School of Art and the College of Education. The art methods courses focus on teaching at all levels, K-12 (Art 201, Elementary and middle level; Art 211, Secondary; Art 309, Professional Art Education Sequence). All three courses include clinical experiences in off-campus locations. In connection to Art 309, students also participate in designing and teaching in a Saturday morning art classes for children program run by the School of Art. Finally, all teacher education students have the capstone experience of Student Teaching in assigned public schools, at both the elementary/middle and secondary levels. Regular members of the art education faculty supervise and evaluate the clinical and student teaching experiences and assess the outcomes.

(3) All art majors are required to take Survey of Art III, which covers the period indicated. They demonstrate their knowledge of the monuments and periods through testing that includes identification of relevant slide and digital images and writing assignments.

(4) All art majors are required to take at least two advanced level art history courses. Normally, these courses are seminars, which require significant research and writing components. These projects are closely monitored and evaluated by art history faculty members well-trained in this kind of assignment.

### **Art History**

(1) All art majors are required to take Survey of Art III, which covers the period indicated. They demonstrate their knowledge of the monuments and periods through testing that includes identification of relevant slide and digital images and writing assignments.

(2) In addition to completing the three art history survey courses, all art history majors are required to take advanced level coursework in the following periods: Ancient/Medieval; Renaissance/Baroque; Modern/Contemporary; and American. They demonstrate their knowledge of the monuments and periods through testing that includes identification of relevant slide and digital images and writing assignments.

(3) All art history includes the study of the social and historical context of art. The learning outcomes connected to this context are part of the teaching and are assessed by means of examinations and writing assignments. In addition, art history majors are required to study at least 12 hours of one foreign language, take 9 hours in English and history, and do elective coursework of at least 15 hours in such fields as anthropology, English, history, music, philosophy, and theater.

(4) All art history majors are required to take at least twenty-four hours of advanced level art history courses. Normally, these courses are seminars, which require significant research and writing components. These projects are closely monitored and evaluated by art history faculty members well-trained in this kind of assignment. In addition, art history majors are required to take Art 290, Art History Research and Professional Skills, which trains them in the specifics of art historical inquiry and professional practice and assesses their abilities in this discipline through assigned research projects.

### **Graphic Design**

(1) In addition to the sequence of required courses in graphic design and related studio courses that students take and the one-on-one supervision of them within the studio environment, students also participate in regular critique sessions, involving both faculty and other students, that require them to analyze and explain their work, both formally and conceptually. Admission to the Graphic Design Sequence is by portfolio review and takes place during the semester that students are taking Graphic Design II. Assessment of the

mastery of the learning objectives of the Foundations Program, Graphic Design I, and the Graphic Design II work in progress form the basis for this evaluation

(2) All art majors are required to take Survey of Art III, which covers the period indicated. They demonstrate their knowledge of the monuments and periods through testing that includes identification of relevant slide and digital images.

(3) All art majors are required to take at least two advanced level art history courses. Normally, these courses are seminars, which require significant research and writing components. These projects are closely monitored and evaluated by art history faculty members well-trained in this kind of assignment.

### **B.F.A.**

(1) In addition to the sequence of required courses in a discipline that students take and the one-on-one supervision of them within the studio environment, students also participate in regular critique sessions, involving both faculty and other students, that require them to analyze and explain their work, both formally and conceptually. Students in this degree program also do a significant amount of independent study work in studio art. This highly individualized work with faculty members provides a very direct mentoring and assessment process in which verbal and written critique and analysis are used to measure learning outcomes and to provide the opportunity for students to demonstrate the relationship of their own work to issues in contemporary art.

(2) Students are required to relate their artwork to contemporary art practice. This is done through ongoing discussion with the instructor during one-on-one class mentoring and within the group during class critiques. All B.F.A. students are also required to take coursework in both modern and contemporary art, which assesses learning outcomes through testing and written assignments research and analysis.

(3) All art majors are required to take Survey of Art III, which covers the period indicated. They demonstrate their knowledge of the monuments and periods through testing that includes identification of relevant slide and digital images.

(4) All B.F.A. students are required to take at least three advanced level art history courses. Normally, these courses are seminars, which require significant research and writing components. These projects are closely monitored and evaluated by art history faculty members well-trained in this kind of assignment.

### **M.A./M.S.**

(1) The three sequences that make up the M.A./M.S. degree (Art History, Studio Art, and Art Education) have rigorous requirements in coursework, tutorials, and research and often involve one-on-one study with faculty members. Assessment is an ongoing part of the work and takes place through discussion, critique, research and analytical papers, and

teaching assignments. By means of all these methods, faculty are able to assess the students' level of competence in both theory and practice.

(2) All three sequences require research appropriate to the discipline and include specific coursework in research methodology. Students' research abilities developed in the research course (Art 497) are continually put into practice and evaluated in other courses (Art 401, 402, and 403 in Art Education; all upper level Art History courses; and Studio tutorials Art 444 and 451).

(3) All three sequences require a capstone experience that assesses the students' depth of understanding and practice. Studio Art requires a final exhibition of work, a comprehensive oral examination, and a written artist statement; Art History requires a written thesis; and Art Education requires either a comprehensive examination or a written thesis.

### **M.F.A.**

(1) In addition to some required courses in a discipline that students take and the one-on-one supervision of them within the studio environment, students also participate in regular critique sessions, involving both faculty and other students, that require them to analyze and explain their work, both formally and conceptually. Students in this degree program also do a significant amount of independent study work in studio art. This highly individualized work with faculty members provides a very direct mentoring and assessment process in which verbal and written critique and analysis are used to measure learning outcomes and to provide the opportunity for students to demonstrate the relationship of their own work to issues in contemporary art.

(2) Students are required to relate their artwork to contemporary art practice. This is done through ongoing discussion with the instructor during one-on-one class mentoring and within the group during class critiques. All M.F.A. students are also required to take a specific seminar class which has them relate their own artwork to modern and contemporary art and which assesses learning outcomes through testing and written assignments research and analysis.

(3) All M.F.A. students are required to take at least three advanced level art history courses. Normally, these courses are seminars, which require significant research and writing components. These projects are closely monitored and evaluated by art history faculty members well-trained in this kind of assignment.

(4) All M.F.A. students have a capstone experience comprising a final solo exhibition, a written artist statement, and a comprehensive oral examination. In addition, as they move through the program toward this final assessment, they go through individual end of the semester critiques in which they are required to explain their artwork and assess their own progress and the direction their work will take in the

following semester. All faculty and other graduate students are invited to take part in these end of the semester discussions.

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## **School of Art**

### **How Results of Assessment Are Being Used to Lead to Program Improvement (Linked to Degree Programs and Sequences)**

#### **B.A./B.S.**

##### **Foundations**

Given the importance of the mastery of fundamental principles, formal strategies, and skills to the development of the visual artist and to success in discipline specific coursework, Foundations was revised under the leadership of a Foundations Coordinator. The curriculum was made more rigorous and consistent, and the courses were more clearly established as prerequisites to all subsequent courses. The result has been better-prepared students and greater success in upper division courses. This improvement has been clear to faculty and has been affirmed by them.

##### **Sequences (Studio Arts, Graphic Design, Art Education)**

Assessment of student performance indicated that too many students were not including advanced level coursework in their study for the degree. This was largely due to the existence of the General Art Sequence, which allowed students so much breadth of choice and required an insufficient number of credits in the major that many students could graduate without ever going beyond 200-level art courses in studio work. Consequently, the school embarked on a major revision of the undergraduate curriculum to correct the perceived weaknesses in the B.A./B.S. program. The General Art Sequence was abolished, and all students, by the end of the sophomore year must now choose either the Studio, Art Education, Art History, or Graphic Design Sequence, all of which require advanced level work. In addition, GPA standards were raised, requiring a minimum grade of C in all major courses, and a 2.8 minimum GPA, along with a portfolio review and interview for admission to the Art Education Sequence. Required coursework for each sequence and for individual studio disciplines was tightened to provide a better-structured education in all programs.

Assessment also indicated that art students needed more training in critical thinking, theory, and analysis. Consequently, required reading, writing and critical discussion were introduced into more studio classes and independent studies to reinforce the kind of work already being done in art history and art education classes. The art history requirement was also expanded from 12 credit hours to 15 credit hours, which will give even more experience in critical thinking, reading, and writing.

The Art History Sequence was revised by deleting the studio foundation courses as a requirement, allowing for additional advanced study in art history. In addition, completion of the Survey of Art I, II, and III sequence with grades of B or better and submission of a writing sample were added as admission requirements for entrance into the Art History Sequence.

In order to better prepare Graphic Design students for the highly competitive nature of the field, the Sequence curriculum was revised to include additional professional courses, including Art 337, Graphic Design V, Art 315, Topics in Graphic Design, Art 316, History of Graphic Design, and Art 302, Graphic Design for the Web.

A major change in improving overall standards was the implementation of a portfolio review for admission to the School of Art. This has helped bring better-prepared and more committed students into the program and improved the overall meeting of learning objectives.

### **B.F.A.**

The B.F.A. program has been one of the strongest in the School of Art for some time. It requires an additional portfolio review, recommendations from two faculty members, and a major and overall GPA of 3.0 for admission and retention. The high quality of the final solo exhibitions the students mount is evidence of their mastery of the learning objectives. There was also some evidence, however, that the critical thinking and writing skills of these students needed to be improved, as well as their knowledge of contemporary art. Consequently, a required seminar dealing with theoretical and critical issues was created specifically for the B.F.A. program, their art history requirement was increased from 18 to 21 credit hours, and additional reading and writing assignments were added to their studio tutorials.

### **M.A./M.S.**

Although no changes have been made to this degree program, consideration is being given to eliminating the M.A. in Art History and the M.S. in Studio Art. This would allow the School to focus its resources and energies on the M.S. in Art Education, the M.F.A. in Studio Art, and the revised undergraduate sequence in Art History.

### **M.F.A.**

With the major changes in the B.A./B.S. program completed, the School is now directing attention to possible changes in the M.F.A. program. Although assessment indicates that this is overall a strong program, some faculty members have suggested that there is need for more group activity since most of the studio work toward degree is currently tutorial in nature. This could take the form of having first year students participate in some of the upper division undergraduate courses, such as Painting IV, Topics in Advanced Sculpture, Advanced Drawing, and Topics in Advanced Photography. Also, a critique class for M.F.A. students has just been approved that will enable them to gain additional

experience in the explanation and discussion of their own work, but in the company of peers rather than with just faculty members. Assessment also indicates that these students need additional work in critical thinking and analysis, both in written and oral form. As with the B.F.A. students, the faculty have begun to require reading and writing assignments in the tutorial studio work.