## Part One

<table>
<thead>
<tr>
<th>What are the learning objectives?</th>
<th>How, where, and when are they assessed?</th>
<th>What are the expectations?</th>
<th>What are the results?</th>
<th>Committee/ person responsible? How are results shared?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Students will demonstrate visual literacy.</strong></td>
<td>Portfolio review: Selective Admissions for Graphic Design; Annual Undergraduate Exhibition; Illinois Certification Test for Visual Arts Subarea II; Internship Evaluation; Alumni Survey</td>
<td>A portfolio of artworks that show evidence of visual literacy; undergraduate artworks that meet jurors expectations for inclusion in annual exhibition; on certification subject area test for Visual Arts, Subarea II: Creating &amp; Producing works of Visual Art, score of 240 to 249 to meet expectations and score of 250 or more to exceed expectations (maximum score is 300); Internship evaluation question &quot;Exhibit knowledge of subject matter&quot; will be scored 3 or 4 to exceed, 2 to meet, or 1 below expectations; Alumni Survey question #2 Quality of specific studies in Art Department (with rating of 1-Low Quality to 5=High Quality).</td>
<td>Selective Admissions: 10 exceed expectations, 3 did not meet expectations. 52 of 74 students met juror's expectation for inclusion in All Student Art exhibition; 28 of 52 students in exhibition received awards for artwork in exhibition. Certification Test for Visual Arts Subarea II: 6 exceeded expectations, 5 meet expectations. Internship evaluation: 5 exceeded expectations. Alumni Survey (2001-2006 grads) indicated results for Q#2 of 4.10 in quality of specific studies in Art.</td>
<td>Studio and Graphic Design Faculty. Selective Admissions review conducted by Graphic Design faculty. Student exhibition results are available to all; studio faculty aware of what accepted and not accepted into exhibition from students in area of instruction. Results of BA in Art Alumni survey shared with faculty.</td>
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<td><strong>2. Students will demonstrate the ability to conceptualize observations in visual, verbal</strong></td>
<td>Selective Admissions Portfolio review for Graphic Design program; Annual Undergraduate</td>
<td>A portfolio of artworks that demonstrate visual responses; undergraduate artworks that</td>
<td>Selective Admissions: 10 exceed expectations, 3 did not meet expectations.</td>
<td>Studio and Graphic Design Faculty. Selective Admissions review</td>
</tr>
</tbody>
</table>
and written responses. | Exhibition; Internship Evaluation | meet jurors expectations for inclusion in annual exhibition; Internship evaluation question "Effective Communication" will be scored 3 or 4 to exceed, 2 to meet, or 1 below expectations; Alumni Survey question #6 Quality of Instruction in Foundations Program (with rating of 1-Low Quality to 5=High Quality). | 52 of 74 students met juror's expectation for inclusion in All Student Art exhibition; Internship evaluation: 5 exceeded expectations. Alumni Survey (2001-2006 grads) indicated results for Q#6 of 4.06 in quality of Foundations Program in Art. conducted by Graphic Design faculty. Student exhibition results are available to all; studio faculty aware of what accepted and not accepted into exhibition from students in area of instruction. Results of BA in Art Alumni survey shared with faculty. |

3. Students will develop problem-solving and critical thinking skills. | Studio lab critiques; internship and teaching practicum evaluations; Internship Evaluation; Alumni Survey. | Art works presented for critiques to meet requirements of the specific studio problem/assignment and students able to verbalize ideas/concepts of artworks. Teaching practicum evaluations will indicate student has ability to be an effective classroom teacher; internship evaluations will indicate student has met the responsibilities/duties; Internship evaluation question "Solve Problems" will be scored 3 or 4 to exceed, 2 to meet, or 1 below expectations; Alumni Survey question #11 | 14 out of 14 art education majors successfully completed Teaching Practicum. Internship evaluation: 3 exceeded expectations, 2 met expectations. Alumni Survey (2001-2006 grads) indicated results for Q#11 of 4.43 in importance of Critiques in educational experience. Faculty teaching courses in which critiques conducted review and revised curriculum as necessary. Internship coordinator or department chair will collect internship evaluations and share results with faculty teaching in student's degree option. Teaching practicum evaluations collected by Student Teaching Department; department has not determined how these results are to be shared. Results of BA in Art
| 4. Students will develop competence in a number of art and design media and techniques. | Annual Undergraduate Exhibition; Illinois Certification Test for Visual Arts Subarea 1; Internship Evaluation; Alumni Survey | Undergraduate artworks that meet jurors expectations for inclusion in annual exhibition; on certification subject area test for Visual Arts, Subarea I: Elements, Principles Expressive Features, score of 240 to 269 to meet expectations and score of 270 or more to exceed expectations; Internship evaluation question "Bring an adequate amount of training to the internship" will be scored 3 or 4 to exceed, 2 to meet, or 1 below expectations. Alumni Survey question #6 Quality of instruction in Major Studio Area, Minor Studio Areas, Teaching Methods/Art Education (with rating of 1=Low Quality to 5=High). | 52 of 74 students met juror's expectation for inclusion in All Student Art exhibition. Certification Test for Visual Arts Subarea I: 4 exceeded expectations, 7 met expectation. Internship evaluation: 5 exceeded expectations. Alumni Survey (2001-2006 grads) indicated results for Q#6 of 4.27 quality rating for instruction in Major Studio Area, 3.94 in Minor Studio Areas, 4.08 in Teaching Methods/Art Education. | Faculty teaching courses in which these activities are emphasized revised as necessary. Student exhibition results are available to all; studio faculty aware of what accepted and not accepted into exhibition from students in area of instruction. Results of BA in Art Alumni survey shared with faculty. |
| 5. Students will understand the major achievements in the history of art and design. | Review of exam scores in introductory art history courses; Illinois Certification Test for Visual Arts Subarea 3; Alumni Survey | Demonstrate knowledge of major achievements in the history of art and design based on exam scores in Art History I and II, score of 60 to 79 to meet expectations and score of 80 or more to exceed expectations; on certification subject area test for Visual Arts, Subarea III: Analyzing & Evaluating works of Visual Art, score of 240 to 269 to meet expectations and score of 270 or more to exceed expectations. Alumni Survey | Certification Test for Visual Arts Subarea III: 1 exceeded expectations, 10 met expectations. Alumni Survey (2001-2006 grads) indicated results for Q#6 of 4.42 in quality of instruction for Art/Design History. | Faculty teaching courses in which this information is presented and evaluated use feedback to revised as necessary. Results of BA in Art Alumni survey shared with faculty. |
### Question #6 Quality of Instruction in Art/Design History (with rating of 1=Low Quality to 5=High Quality)

6. Students will understand and evaluate contemporary thinking about art and design.

- Review of exam scores in contemporary art history courses; Illinois Certification Test for Visual Arts Subarea 4; Alumni Survey.
- Demonstrate knowledge of contemporary art and design history based on exam scores in modern/contemporary art history and history of graphic design classes, score of 60 to 79 to meet expectations and score of 80 or more to exceed expectations; on certification subject area test for Visual Arts, Subarea IV: The Role of the Visual Arts, score of 240 to 269 to meet expectations and score of 270 or more to exceed expectations. Alumni Survey question #6 Quality of instruction in Critical Analysis (with rating of 1=Low Quality to 5=High Quality).


- Faculty teaching courses in which this information is presented and evaluated use feedback to revised as necessary. Results of BA in Art Alumni survey shared with faculty.

(Continue objectives as needed. Cells will expand to accommodate your text.)

### PART TWO

Describe what your program’s assessment accomplishments since your last report was submitted. Discuss ways in which you have responded to the CASA Director’s comments on last year’s report or simply describe what assessment work was initiated, continued, or completed.

In Spring 2008 the Art Department conducted an Alumni Survey for 2001-2006 graduates. Responses were tabulated in late May and will be shared with faculty in Fall 2008. Alumni rated the quality of the department as high (average score of 4.26 with 5 being High Quality); alumni responses to questions specific to learning objects are noted above. 93.5% of the BA alumni would recommend the EIU Art Department to someone considering art/design studies.

In AY2007-2008 the Art Department began collecting Internship evaluations from the intern's supervisor. Responses were tabulated in late May and will be shared with graphic design faculty (as all interns were from that option). Intern supervisors indicated an average overall evaluation of 3.6
(with 4.0 being excellent) and 100% of supervisors indicated intern would be suitable for position in the organization.

Foundation Course Curriculum - In the Fall of 2007 and Spring of 2008, the new Drawing 2 course was implemented. This course is a continuation of concepts in Drawing 1 and introduces color media to the student. The results and outcomes were quite dramatic, advancing the skills of all students in preparation for upper level studio courses. These results were evidenced in terms of: level of finish of projects, conceptual and practical knowledge of color media, compositional awareness, skill level in observational drawing, and ability to discuss their artwork using appropriate professional vocabulary.

After discussions with the Foundation Committee in which previous approaches and outcomes were presented, the Three Dimensional Foundation faculty met Summer 2007 with the goal of rewriting the Three-Dimensional Foundation course. We were able to define the course parameters and write student learning objectives that clarify goals of the course to ensure a communality of experience between the various sections. The course was approved by the Foundation Committee and implemented in AY2007-2008.

In two of the sections of the Two-Dimensional Foundations course, students created their own websites. These sites were based on a template that was created by CATS, following guidance from the Foundation Committee. The sites include a photograph of the student, their intended major, a short biography, a variety of galleries based on coursework, and writings. These websites can be utilized to view student work, turn in assignments, evaluate student portfolios and writings. Building and maintaining a website is an essential component in being a professional artist, one which the students are eager to begin. Foundation faculty plan to continue teaching students to create the websites with the hopes that eventually all freshmen will create them. Also, in the 2D Foundations courses, faculty continued to integrate technology – specifically digital cameras, use of scanners, and computer software including Photoshop, Power Point and Illustrator.

Annual Undergraduate Art Exhibition – 38% of majors participated in the exhibition (74 submitted artworks for exhibition out of 196 total majors). Three art professionals jury exhibition and quoting from juror’s statement, "all the students here are attempting to in engage in both traditional and contemporary ideas in fresh and new ways. All of you are on a solid trajectory to give a new voice to these ideas."

Art Education continues to use a student evaluation form for 3000-level methods courses to assess student reaction to studio activities, textbook, and grading. There is an assessment of art education students in Art 3400 and Art 3410 when doing pre-teaching activities with public school students as part of enrichment program at the Tarble Arts Center; these activities are part of the pre-teaching experience for all art education majors and these assessments are conducted every semester. The art education faculty have developed a rubric for evaluating the art education student’s preparation and presentation of tour and studio lesson activities and art education student’s interaction with public school students participating in the Tarble program. Each art education major is assessed twice in the semester and has opportunity to address noted weaknesses.

Art History – Continued use of Turnitin.com, which facilitates grading and returning written assignments. The faster grade turn around and the more detailed responses provided to the students via email, significantly improved the quality and clarity of the writing.

Studio faculty continue to conduct ongoing assessment of course projects based on reviews of student projects/portfolios, critiques, and reviewing those projects to previous years’ outcomes of similar projects. Based on these assessments faculty can see improvements or deficiencies and institute changes next time course is offered. In Art 2800, Introduction to Weaving, faculty member's collection of results from development of a rubric in AY2006-2007 for assessing final project is ongoing; results from first year do not indicate significant change; instructor will continue to
stress vocabulary and verbal critiques.

Usually faculty do not kept a systematic record of student outcomes, but usually keep a photographic record of successful student work that is often used for in subsequent years for presentation and reference purposes. With planned Foundations Portfolio Review (see below) department will have a more complete record of student outcomes (data) that can be used for other assessment purposes than student evaluation.

PART THREE

Summarize changes and improvements in curriculum, instruction, and learning that have resulted from the implementation of your assessment program. How have you used the data? What have you learned? In light of what you have learned through your assessment efforts this year and in past years, what are your plans for the future?

Jurors for All Student Show stated, "The art and design students at Eastern Illinois should be very proud of the efforts reflected in this show. Work this good is a reflection of a strong peer group and faculty." There was a significant decline in the number of students entering the exhibition compared to the previous years (participation had increase from 41% in AY03 to 58% in AY07, but still sufficient number of art majors participated in AY08 to make a value judgement (37% of art majors entered). Juror comments included following, "We would especially like to acknowledge the quality body of work seen in the areas of drawing, printmaking, and design" and "The art and design students at Eastern Illinois should be very proud of the efforts reflected in this show. Work this good is a reflection of a strong peer group and faculty."

Alumni survey show BA grads are aware of importance of Critiques and Critical Analysis; faculty will be apprised of these results and will look for means to convey this information to current students.

Computer use and digital imaging in Two Dimensional Design Courses - After conferring with Graphic Design faculty, instructor plans to continue to refine computer and digital imaging project objectives and assess outcomes with the goal of meeting the needs of other studio areas.

Portfolio Review - The Foundation Committee held discussions on implementation of a portfolio review process. The purpose of the process is to assess the student’s progress after the Foundation coursework is completed, and to create the framework for selective admissions in anticipation of the BFA. The committee plans to continue discussion and solidify a plan for implementation in the coming year. Anticipate the student websites will be major part of the portfolio review process.

Plans for revising Foundation Design Curriculum - Foundation Committee Chair continues to confer with Graphic Design faculty with regard to course content in the 2D Foundations course, and this year attended their selective admissions review. The students participating in the review submitted two examples from each of their foundation courses. This provided a good opportunity to assess the quality of student work from these classes, the student’s selection of work, the documentation, and the presentation of the work. Overall, students’ work was considered satisfactory. The selection of work, in some cases, could have been improved. Also there were several examples of problems with documentation. plan to discuss work selection and documentation more thoroughly in the 2D Foundation course. Also, Foundation Committee Chair plans to regularly attend graphic design selective admissions reviews in order to continue to assess student outcomes. In addition, plans to attend the 2D and 3D studio reviews, once those are implemented.
Based on the new course objectives laid out in the 3D Foundations course revision, faculty followed a similar curricular model this past spring, which resulted in successful student outcomes. Faculty implemented a new wire-soldering project that achieved such positive results, we plan to repeat it next spring with some minor fine tuning.

Graphic Design faculty member made contact and invited to EIU campus corporate marketing representatives from Horizon Hobby, Incorporated and Hobbico Incorporated. These visits resulted in internship opportunities for the juniors and successful job employment for one or two seniors. Also recruited two EIU design grads to make presentations of their work / work history / the job market / interview techniques / portfolio content recommendations. In addition they reviewed portfolios. Also made contact / arrangement for a studio tour of Surface 51 a design studio in Champaign. Q / A session as well as portfolios reviewed. These initiatives allowed the graphic design students much needed out of classroom experiences necessary to fully understand where they will fit into the job market upon graduation. With these initiatives many of the juniors realized that internship opportunities were available and important to their educational experience. This year almost half of the junior class will have an internship experience prior to graduation. These activities relate to Alumni Survey graphic design major's response regarding importance of internship that was a rating of 4.1 with 5 being Very Important. Department will continue to seek internship opportunities and encourage students to do same.


The Art Department will continue review BA in Art Assessment Plan Learning Objectives in AY2009 as the National Association of Schools of Art and Design’s (NASAD) revised in AY2007 the Common Body of Knowledge and Skills for Studio and Art History which are used as the basis of the Art Department’s Assessment plan learning objectives.