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>1. Students will develop competence in art and design media and techniques.</td>
<td>Critiques And portfolio evaluation of projects in studio classes.</td>
<td>Students with minor in Art will demonstrate competence in media and techniques appropriate to level of course</td>
<td>Faculty teaching courses in which critiques conducted and portfolios evaluated revised curriculum as necessary.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(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.

Department expectations for performance of art minors is the same as for art majors in all courses instructed. Art minor takes same group of Foundations courses as the Art major (Art 1000, 1110, 1111), so ongoing assessment of Foundations curriculum affects minor and major in same manner. BA in Art with option in Studio Art alumni survey results ranked the quality of the instruction in the Foundations program at 4.0 (with 5.0 being High Quality). Minors take additional hours in variety of 2D or 3D studio areas to complete program. BA in Art with option in Studio Art alumni survey results ranked the quality of the instruction in the Major Studio area at 4.57 and in the Minor Studio areas at 4.0 (with 5.0 being High Quality).
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.

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?

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.

While the BA in Art Alumni survey provides data for assessing the program, it does not directly reflect the opinion of EIU graduates with an Art Minor. Department will plan to develop a survey to be sent to students who graduated with minor in Art to better reflect their opinions of the program. Given necessity to write NASAD self-study and prepare for evaluation team in Spring 2009, this survey of Art Minors may not be implemented until AY2009-2010.