

***STUDENT LEARNING ASSESSMENT PROGRAM
SUMMARY FORM AY 2017-20***

Degree and Program Name: MA in Art

Submitted By: Chris Kahler, Chair
Ann Coddington, Graduate Coordinator

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PART ONE

What are the learning objectives?	How, where, and when are they assessed?	What are the expectations?	What are the results?	Committee/ person responsible? How are results shared?
<p>1. Expand and enhance the level of research/creative skills in graduate student's selected media.</p>	<p>Entrance portfolios are required to gain admission. Level of entry competence is established. (20 images of current creative work, Written Statement of Intent, 3 Professional Letters of Recommendation). Fall Semester Reviews (early initial MA Committee review, whole graduate faculty and graduate student group review, final fall semester MA Committee for advancement into full degree seeking status); Visiting Artists individual critiques as scheduled; graduate exhibition portfolio; final submission of materials including images of artwork, thesis statement, cv. Alumni survey of MA grads.</p>	<p>A portfolio of quality graduate level artworks that could be used in seeking exhibitions/ grants in professional venues or admission to Master of Fine Arts degree programs including assistantships/fellowships/ grants.</p>	<p>Fall 17-18 review: 12 out of 12 met expectation. Fall 18-19 review: 12 out of 12 met expectation. 17-18 Graduate exhibit/portfolio: 12 out of 12 met expectation. 18-19 Graduate exhibit/portfolio: 11 out of 12 met expectation. 19-20 Graduate Exhibit/portfolio: 12 out of 12 met expectations.</p> <p>Over the last two years, ten students who applied to continue into MFA programs were accepted, and one was accepted into a teaching program.</p> <p>No alumni data/responses have been collected since the survey of 1999-2007 BA</p>	<p>Masters Committee provides results of Fall review and Graduate Exhibit/portfolio to Graduate Coordinator. Results shared with departmental Graduate Committee. Results of MA in Art alumni survey shared with Graduate Faculty.</p>

			<p>& MA in Art alumni. The NASAD (National Association of Schools of Art and Design) reaccreditation review of the EIU Department of the Art will be conducted 2021. The department will conduct an alumni survey sometime before Fall 21.</p>	
<p>2. Expand and enhance ability to form and defend judgments of quality and effectiveness of creative work.</p>	<p>Entrance portfolios are required to gain admission. Level of entry competence is established. (20 images of current creative work, Written Statement of Intent, 3 Professional Letters of Recommendation). Fall Semester Reviews (early initial MA Committee review, whole graduate faculty and graduate student group review, final fall semester MA Committee for advancement into full degree seeking status); Visiting Artists individual critiques as scheduled; graduate exhibition portfolio; oral comprehensive examination of ideas, techniques, and formal solutions involved in the art works displayed for graduate exhibition; Alumni survey of MA grads.</p>	<p>Successfully complete fall review; pass oral examination for MA degree program. Alumni survey question #6 Quality of (a) instruction in Critical Analysis and (b) Art/Design History (with rating of 1=Low Quality to 5=High Quality).</p>	<p>Fall 17-18 review: 12 out of 12 met expectation. Fall 18-19 review: 11 out of 12 met expectation. Spring 17-18 Oral comprehensive exam for MA: 12 out of 12 met expectation. Spring 18-19 Oral comprehensive exam for MA: 11 out of 12 met expectation. Spring 19-20 Oral comprehensive exam for MA: 12 out of 12 met expectation.</p> <p>No alumni data/responses have been collected since the survey of 1999-2007 BA & MA in Art alumni. The NASAD (National Association of Schools of Art and Design) reaccreditation review of the EIU Department of the Art will be conducted 2021. The department will conduct an alumni survey sometime before Fall 21.</p>	<p>Masters Committee provides results of Fall review and oral examination to Graduate Coordinator. Results shared with departmental Graduate Committee. Results of MA in Art alumni survey shared with Graduate Faculty.</p>
<p>3. Expand and enhance teaching skills for GA</p>	<p>Top 5 juried admission portfolios are awarded teaching GA positions. The GA's instruct</p>	<p>Student evaluation of TA teaching average mean score between 4.0 and 5.0 to exceed</p>	<p>Student evaluation of TA teaching: Fall 2017 - 5 TAs exceeded expectations.</p>	<p>Masters Committee provides results of oral examination to Graduate</p>

<p>awarded graduate students in the visual arts.</p>	<p>the studio lab portion of ART2310G Intro to Art. The awarded GA's must take ART 5850 Teaching Practicum. Student and supervisor evaluations of GA teaching. Alumni survey of MA grads.</p>	<p>expectation, between 3.0 and 4.0 to met expectation, and between 1.0 and 3.0 is below expectations.</p> <p>Alumni survey question #10: What were influence of opportunities on personal career development (with rating of 1=No Influence to 5=Tremendous Influence), and question #17: Rate assistantship according to (a) Contribution to personal and career development and (b) Preparation for subsequent professional responsibilities (with rating of 1=Terrible to 5=Excellent).</p>	<p>Spring 2018 - 4 TAs exceeded expectations. 1 TA met expectations.</p> <p>Student evaluation of TA teaching: Fall 2018 - 4 TAs exceeded expectations. 1 TA met expectations. Spring 2019 – 4 of 4 TAs exceeded expectations.</p> <p>Student evaluation of TA teaching: Fall 2019 - 5 TAs exceeded expectations. Spring 2020 - 5 TAs exceeded expectations.</p> <p>No alumni data/responses have been collected since the survey of 1999-2007 BA & MA in Art alumni. The NASAD (National Association of Schools of Art and Design) reaccreditation review of the EIU Department of the Art will be conducted 2018-2019. The department will conduct an alumni survey sometime before Fall 20.</p>	<p>Coordinator. TA supervisor provides teaching evaluations to Graduate Coordinator and Student evaluations are tabulated by Art Office. Results shared with departmental Graduate Committee.</p>
<p>4. Demonstrate effective written and oral communication skills</p>	<p>The M.A. in Art program with a studio art concentration requires three academic courses—Art 5920 (M.A. in Art Colloquium / 3 hours) in the fall and Art 4775 (Seminar in Twentieth-Century Art History and Criticism / 3 hours) and Art 5910 (Graduate Exhibition Practices and Procedures / 1 hour) in the spring.</p>	<p>ART5920 (Fall Term) Use active and critical listening skills to understand and evaluate art both in formal and casual settings.</p> <p>Use effective language skills and appropriate terminology and concepts when speaking about art both in formal and casual settings.</p> <p>Purposefully read sources and</p>	<p>For 5920 over the course of the two years (18-19) 21 exceeded expectations, 2 met expectations, and 1 was below expectations.</p> <p>For 4775 over the course of the two years (19-20) 10 exceeded expectations, 11 met expectations, and 1 was below expectations.</p>	<p>Faculty teaching Art 5920 and 4775 provides results to Graduate Coordinator and department chair. Results shared with departmental Graduate Committee.</p>

	<p>Art 5920 is designed to strengthen students' skills in the areas of scholarly research, critical thinking, writing, and public speaking. Art 5920 is a seminar style course and is therefore, discussion driven. While many class meetings consist of in-depth group discussion of assigned readings and media accessible through D2L, other class meetings involve interaction with guest faculty and visiting artists. The final weeks of the semester will be devoted to finalizing draft of artist statement and sharing of artwork in Pecha Kutchu style presentation.</p> <p>ART4775 is designed as a seminar which investigates developments in contemporary art (1985-2018) in terms of their historical context. This course will examine how this era's cultural history has been constructed and what institutions played important roles in establishing the boundaries of post/modernist discourse. As the course progresses. Older art historical interpretive strategies will be compared with recent innovations in scholarship. Special attention will be paid to attempts by artists to integrate their art practice with broader social critiques. Assessment will be compiled throughout the semester as assignments and discussions occur.</p>	<p>take notes.</p> <p>Effectively use the library and the Internet to identify credible sources.</p> <p>Demonstrate understanding of and apply varied methodological approaches and competing critical /historical interpretations offered by a variety of sources.</p> <p>Practice responsible citizenship and critical thinking by engaging with the diverse ideas, individuals, groups, and cultures offered by contemporary art.</p> <p>Anticipate, reflect upon, and evaluate implications of assumptions about art and create either orally or in written form defensible arguments or positions about artworks based on an evaluation of visual/physical evidence, issues, ideas, and problems from multiple perspectives.</p> <p>Exhibit a growing understanding of professional standards and ethics.</p> <p>Final Evaluation: Cumulative 10 Online Discussion Threads (100 pts) The Artist CV (50 pts) The Artist Statement draft and revision (100pts) 8 Artist Bio Pages (50 pts), Pecha Kucha Presentation (50 pts).</p>		
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	<p>Written communication skills evaluation for course research paper by the instructors of ART 5920 (Fall) and 4775 (Spring).</p> <p>Oral communication skills evaluation for formal presentations made in class by the instructors of ART 5920 (Fall) and 4775 (Spring).</p>	<p>ART4775 (Spring Term) Students will be expected to develop the skills of visual analysis, as well as the ability to discuss artwork in terms of their societal context.</p> <p>Final Evaluation: Cumulative Attendance/Participation (400 pts) Midterm Exam (100 pts) Presentation & Paper (150 & 200 pts) Annotates Bibliography (50 pts) Notebook (100 pts)</p>		
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(Continue objectives as needed. Cells will expand to accommodate your text.)

PART TWO

Describe 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.

For AY2018 - 19 and AY2019-20, as in previous years, the faculty of the various studio areas of the department engage in refinements of the curriculum based on the needs of the individual graduate student; this is usually a mutually agreed upon program of study that will facilitate the graduate student in meeting his/her educational goals. Graduate students met with individual Masters Committee (3 graduate faculty members) during Sep/Oct/Nov for the Fall semester reviews. At these fall reviews the graduate faculty and the student's masters committee reviews his/her progress and recommends or suggests a direction of study based on the artwork presented (portfolio review). This arrangement, with the addition of the group critique (see below), continues to be very effective in helping the graduate student to realize and develop the potential of his/her creative work for the Graduate Exhibition in the Spring Semester. During the Spring semester the graduate student's masters committee will meet with the student to review artwork completed (usually completed since the fall review) for the graduate exhibition and again the graduate faculty will provide direction and set expectations for the graduate student. The graduate oral examination takes place while the graduate student's art is on exhibit at the Tarble Arts Center; the graduate student is expected to explain, evaluate, and defend his/her artwork in a manner that demonstrates knowledge of the art process(es) used to create the artwork, use of the principles and elements of design, and how the subject matter/content is articulated visually. This past year, during the pandemic, Graduate Students met virtually with their committees to complete the

requirements of the degree. In lieu of an in-person exhibition, the Tarble Art Center designed a comprehensive website highlighting each student's work with images and video content. In addition, the graduate students in the MA in Art program had the opportunity to be critiqued by (3) visiting art professionals during AY19 and by (5) during AY20. The graduate coordinator conferred with each visiting artist after he/she had conducted individual critiques with graduate students; the response from these professionals was the graduate program has high standards and the graduate students are producing artwork that meets those high standards.

The Studio faculty continue to conduct ongoing assessment of graduate student artwork and individual critiques/reviews, and the faculty compare those activities to previous years' experiences. Based on these assessments faculty can see improvements or deficiencies and institute changes the next time the course is offered.

The Graduate Coordinator continues to conduct a comprehensive orientation for the graduate students as well as a Teaching Assistant orientation. These two days of orientation have helped students be better prepared for beginning their studio practice and teaching positions. The Coordinator also implemented a more comprehensive Social Media campaign for communication and recruiting purposes.

The Fall semester Group Critiques of graduate students by the graduate faculty were conducted October of 2018 and 2019. The critique was tremendously beneficial to graduate students; giving each an opportunity to orally explain process and ideas (mini pre-oral examination experience). Critique recommendations from faculty provided feedback to each student that members of Masters Committee subsequently discussed with student and could be investigate by the student during remainder of Fall semester and if successful developed into finished works in time for the April graduate exhibition. The group critique requires each graduate student to briefly explain his/her artwork (content/direction) and three questions that the graduate student hopes to have answered during the portion of the critique allocated to his/her artwork. This system is effective at guiding the discussion. The graduate students appreciated the feedback they received and felt they were given pertinent information to their specific questions, and the critique setting avoided conversations that were not productive to the students' interests.

As of Spring 16, the program has initiated a Spring semester Graduate Mini Exhibition, aimed at encouraging dialogue between the BFA candidate majors and the MA candidates. The MA graduate exhibition offers students a glimpse at a piece of art from each one of the graduate students in Gallery 1910, and the BFA majors and faculty attend and listen as the graduates discuss their works' aesthetic, techniques, concept and the expectations of graduate school in general, and then open the floor to questions and discussion.

The approved ART 5920 Master of Arts in Art Colloquium is now a foundation of the first semester experience for each student. The course is a graduate only seminar course that examines art making in contemporary environments, circumstances, economies, with supporting written criticism and critical topic presentations. The graduates are required to write a CV and an artist statement and prepare a professional level talk on their work. Outcomes for both the required graduate programs were discussed within the above table. The faculty continue to hone and refine the curriculum and thus the assessment to better serve the graduate student in terms of

professional writing and speaking. The outcomes for courses and rubrics for the assignments are defined in clear terms for student attainment.

Graduate students with Teaching Assistantships take Art 5850 – Teaching Practicum in the Fall and, since 2018, also take a one-credit class to support their teaching in the spring semester. The final product of this course sequence is the completion of a Teaching Portfolio that includes: Teaching Philosophy Statement, syllabus, sample assignments and images of student outcomes. Students also complete an end of year survey. Graduate Coordinator implemented a survey after the fall semester, in which the TAs’ completed a self-assessment, allowing them to review their expectations and performance, and enact change for the spring.

Responses indicated TAs’ notions and beliefs change, especially regarding student engagement (e.g., understand the importance of motivation, the constant challenge teachers face with communication with students, must think about multiple way to engage and explain things) and TAs’ plan to have more focused teaching goals for the next semester (e.g., produce higher quality work, get (students) to think more critically about their work, make expectations very clear in the beginning, improve use of vocabulary in critique situations, refine instructor presentations).

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?

The graduate faculty are closely involved with the assessment of the MA students through direct instruction and masters’ committee reviews (fall review, review of artwork and artist statement for graduate exhibition, and review of comprehension (oral examination)). These assessment processes have continued to be effective in raising and maintaining the academic performance of the students. While there are no set rubrics or quantifiable “right answers” to each individual graduate student’s visual expression or exploration, the faculty and visiting artists engage in multiple conversations with the students so as to aim and assist the student farther along in research and development in regards to current and historical media techniques and conceptual thinking. At the undergraduate level there are quantifiable results and rubrics used for the assignments that are aimed at particular learning objectives for the making and designing of art. The elements and principles of design and composition are, at the undergraduate level, the basic foundation for making art. The admission portfolio jurying by the graduate committee assures a consistent undergraduate knowledge or “baseline” at the point of acceptance into the program. The development from there of aesthetic and concept is a much harder quality to quantify with a “one size fits all” rubric. It is based on years of experience and faculty knowledge within one’s own media and experiences that the suggestions of improvement are delivered. The artistic intent is judged by the quality and attention of the faculty within the department. The best assessment of the art is in the discussion that occurs throughout this program’s structure and the constant attention that the student receives over the course of the nine months.

As discussed in previous reports, the Fall Group Critique was moved to October, which allowed for more time for the students to incorporate/resolve the issues and concerns brought up about their work and concepts before their final fall committee review for passage into degree candidacy. To increase exposure of the graduates and the program and to foster a better learning environment for all, the department has initiated and continued to invite the BFA studio majors to attend and participate in the Fall Group Critique as audience members. As part of the Art 5920 Art Colloquium a Pecha Kutchu style presentation has been incorporated to help graduate students learn to succinctly communicate about their work. After the Fall Group Critique concluded the graduate students in the colloquium course wrote a reflective response paper that discussed the merits of their critique experiences as a self-assessment tool and had to include references to papers and other course reference material that had been presented in class to that point. To increase clarity for the audience and give the students a way to begin each critique, a formal introduction sheet will be developed and used to help organize the flow of information and provide a launching point for each individual critique.

The continuing use of the Graduate Mini Exhibition, in which the ART4749 BFA Studio seniors were required to attend for Spring 2017 thru 2019 class credit and participate with a set of prepared individual questions proved beneficial and the attendance, discussions and responses from both the seniors and graduate students were positive. In Spring 2020 the Mini Exhibition was changed to a Spring Graduate critique. This format proved to be more beneficial for the graduate students and undergraduate students were invited to attend. The department is continuing to encourage the graduate students to participate in gallery talks to Tarble docents and the undergraduate Arts Omnibus class in preparation for oral reviews. In preparation for the MA Thesis Exhibition and graduation requirements, the department is looking create a mechanism/format to focus and help the graduate students prepare and write more informed artist statements that are required as part of the MA Thesis Exhibition. Art 5920 now uses the semester to develop a written artist statement that then gets refined through the Spring semester via the student's graduate committee and the 5910 course. The Tarble Arts Center Director, teaches the ART5910 course for the graduate students, focusing on today's gallery/museum/artist relationship dialogues, issues of exhibition professionalism and the installation of artwork for their thesis show.

As stated by the NASAD Evaluation Team in the 2009 Visitor's Report, "A review of transcripts and viewing of original student artwork indicated that results are excellent to superior in this program. The visitors commend the graduate faculty on the numerous strengths of its M.A. Graduate programs, with creative results probably among some of the best in the nation." The growth seen by the students in that short period is presented and supported by the number of students the program places in MFA positions across the country, whether they go straight after graduating from EIU or within the next two or three years. Graduates of the MA in Art program over the past eight years (SP09 to SP19) have been admitted to the following MFA programs: Illinois State University, Southern Illinois University, Carbondale (2), Southern Illinois University, Edwardsville, Northern Illinois University, University of Chicago, Indiana University (2), University of Wisconsin-Madison (2), University of Wisconsin-Milwaukee, University of Notre Dame (2), Cranbrook Academy of Art (2), University of Wisconsin-Milwaukee, Colorado State University, North Texas State University, San Francisco Art Institute, Pennsylvania Academy of the Fine Arts (2), American University, Washington University (St. Louis) (5), Northwestern University, University of Cincinnati, University of Maryland and the Royal College of Art (London UK). The department is very proud of this program's proven track record.

Other news:

Kaen Henry is working as a designer at Tarble

Becca Bange is working as a designer for Mid America Motorworks

Stevie Roberson is an Associate Graphic Designer at Horizon Hobby in Champaign

Maddie Kennedy is an Interactive Graphic Designer for Cornell University, and Social Media Manager for a NFP Silent Film Museum

**Student Learning Assessment Program
Response to Summary Form
Graduate Program 2020
March 24, 2021**

Department: Art and Design

Degree and Program Name: MA in Art

Reviewer: Dr. Nikki Hillier, Graduate Assessment Coordinator, Graduate School

Category	Comments
Learning Objectives	The objectives for the program align with all the graduate learning goals established by EIU's Council on Graduate Studies. You may wish to consider eliminating learning goal #3 as only certain students will have the opportunity to enhance teaching skills; this activity is more a function of teaching assistant duties rather than a learning goal that applies to all students.
How, Where, and When Assessed	The assessment plan is thorough. Students are assessed when admitted, throughout the program, and at the end. Their works are evaluated by peers, faculty, select committees, and visiting artists.
Expectations	There are expectations for the student portfolio, but what about for the program? What would it mean for the program to be successful? A number of programs use a metric of 80% of students meeting expectations.
Results	Almost all students are meeting the expectations.
How Results Will be Used	All assessments are reported to the Graduate Coordinator and Department Chair and shared with graduate faculty. The report does not indicate how potential curriculum changes are proposed, and whether or not a program graduate committee is utilized. It appears that the program makes an excellent effort to share information, though it is less clear how the results are used meaningfully to improve assessment and student learning.
Recommendations	The program proposes a comprehensive assessment plan. Students are supported throughout the program by offering several opportunities to show works, receive faculty and peer critiques, and be mentored. Almost all students are meeting or exceeding expectations. The program uses the assessments to help each individual student design a path that will work best for them, yet you may wish to consider how you might use the assessment results to make adjustments to the program overall. The social media outreach highlighted is important for recruitment, and we recommend continuing that presence. The orientation process for students seems to be a solid strategy for utilizing class or studio time effectively and productively. Your strategy of inviting or requiring attendance of undergraduates at the Graduate Mini-Exhibition is a great opportunity for mentorship and recruitment. A really impressive part of your program is having visiting artists critique student works. What a great experience for all: the visiting artists get to see up- and-coming artists and have a hand in the future of their work, and the students get feedback from established artists.

	<p>There is more genius to this practice because you also use the feedback from the visiting artists as an evaluation of the program (very efficient!). This is an innovative way to make the most of this exercise. The success of your program is in your results. Several students are admitted to MFA programs or have positions in the field. To highlight more of this, we encourage you to also revisit conducting post-graduation surveys. In addition, as noted above, it will be important to establish programmatic goals, and also to articulate (or implement as needed) additional graduate faculty input in the curriculum and program review process.</p>
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The Council on Graduate Studies approved of revised learning goals on December 8, 2020, which included the addition of an Ethical and Professional Responsibility learning goal. Please consult with your graduate faculty members to determine how to incorporate this learning goal into future assessment activities.