Herron School of Art
Annual Report for 2002 - 2003

What outcomes do we seek?	What will students know and be able to do upon graduation? (N = NASAD standards)	How will students learn these things (in or out of class)?	What evidence can we provide to demonstrate what students know and can do?	What are the assessment findings?	What improvements have been made based on assessment findings?
I. Communicate observations and analyses into a variety of media. (PUL 1)	1. Write clearly and effectively. (N) • Incorporate art and design vocabulary and concepts in writing. 2. Speak clearly and effectively in groups and one-to-one. (N) • Incorporate art and design vocabulary and concepts in speaking. 3. Comprehend, interpret, and analyze written text. (N) 4. Formulate attitudes about art, and defend views effectively and rationally. (N) 5. Perform quantitative functions and analyses relevant to art and design.	Oral reports and presentations, group critiques, individual consultations, research, interaction with prospective and new students, journal writing, work mapping and other processes in visual design, written papers, development of artists' statements (philosophy of personal work), teaching Saturday School, feedback from sophomore advancement review	Sophomore advancement reviews and presentations, video taped presentations, feedback from student teaching, written artists' statements weekly papers in capstone course, teaching in Saturday School, exit surveys The sophomore advancement review includes a verbal presentation (2) and submission of a written artist's statement (1) from each participant. Comparisons made between fine arts students' written artists' statements for the sophomore advancement reviews and the final artists' statements and weekly written assignments submitted in the capstone courses, follow technical manuals and safety procedures,	Visual communication program has found: • Attendance at pre-review informational meeting for students was improved as a result of better notification. • Pre-review informational meeting for students was more clear in explaining criteria and expectations for advancement. • Pre-review informational sheet for students was revised to be more specific about criteria and expectations for student presentation at advancement review. • Some faculty spent class time to	Provide additional guidance to students about preparing their written and verbal presentations for the advancement reviews. Visual Communication faculty are working to prepare new, more specific criteria for advancement evaluation. Criteria will be based on performance rubrics. Performance rubrics will be provided to all students entering the VC program so that they have concrete understanding of the learning outcomes that must be mastered for advancement. Continue to monitor writing in capstone courses and continue to compare it to the writing in 100 level Art History courses.

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	6. Effectively utilize information technology for research, written work, artwork, and communication.		demonstrate math skills in proportioning and scaling imagery and other art and design contexts, research, art education projects, design work on computers. In Visual Communications Students who were put on probation at the early review were given written feedback identifying areas for improvement. Opportunities for ways to demonstrate improvement were identified for individual students. Probation students were assigned a faculty coach for advice for later reviews.	reinforce expectations for presentation at advancement review. • Evaluation process was altered to define 2 possible outcomes: advance or probation; denial of advancement was eliminated as an option for early reviews. Herron Student Services reports more students were placed on probation this year due to written statements over verbal presentation In *Herron's survey of Dec 2001, May 2002, and Aug 2002 graduating students indicated that as a result of their Herron courses and activities • writing skills increased slightly (rated as 3.9/5.0); (3.5/5.0 in 2001) • speaking ability	Increase the dialogue on writing including formation of a special committee to review and asses writing. Relocated two departments off campus in order to provide additional student computer lab space available summer 2003. Freshmen students as a part of Herron Learning Communities are required to observe, think and write about a variety of experiences (galleries, lectures, literary readings, writers series, art films, etc) on a weekly basis throughout the semester. This continues as part of Herron's writing assessment.

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				increased (rated as 4.19/5.0); (3.8 in 2001) • increased ability to use computers and other technology (3.8/5.0). (3.8 in 2001) More student computer lab space needed.	
II. Think creatively to develop new approaches and solutions (PUL 2)	1. Critique work accurately, especially student's own. 2. Analyze information and art/design work carefully, logically, and from multiple perspectives. (N) 3. Apply knowledge from multiple disciplines to new contexts to solve problems and enhance work. (N) 4. Critique professional and research literature for meaningfulness. 5. Think creatively about new ideas and	Large and small group discussions, critiques that expose students to varied perspectives, debates, presentations, internship & work experiences, research papers, field trips, assigned readings. Printmaking and Ceramics students participate in exchange portfolios both among Herron students and faculty as well as students and faculty from other schools and universities.	Sophomore advancement review, senior capstone courses, surveys of students and alumni, demonstrations and presentations, papers, senior exhibition, assessment of artists' statement, observe students following directions, and operating equipment properly and safely, critiques of teaching performance through observation (art education) and student teacher feedback, videotapes.	*2002 graduating student survey indicated a strong increase in ability of students to critique artwork. (4.5/5.0) (4.15 in 2001) *Herron graduating student survey indicates increase in: • ability to apply knowledge from multiple disciplines to new contexts. (4.3/5.0) (4.05 previous) • student ability to critique professional and research literature for meaningfulness. (4.0/5.0) (3.95 previous)	Ongoing video documentation of critiques, advancement reviews, and senior exhibition. Fifty percent of senior Visual Communication capstone studio (5 credit course) was devoted to professional career development. Course activities included: • interviews with 2 design professionals to understand their career path. Students made presentations of their research to the class. • multiple exercises from the book

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	ways to improve existing things. 6. Find new ways to use skills and knowledge in new situation/problems. 7. Learn new approaches to artwork or study. 8. Research an issue/topic before planning a course of action.			*Herron graduating student survey indicates the top increased abilities • Develop a personal artistic, intellectual mission • Produce work that is successful • Increase curiosity and desire to learn • Visual literacy and ability to assess the quality of works • Approach own work creatively • Appreciation for diversity • Draw parallels between art and society ** 2001 IUPUI Continuing Student Survey rank creatively thinking about new ideas or ways to improve existing things (1.48 vs. other bachelors 1.07)	"What Color is Your Parachute" including defining transferable skills, goals and objectives. • wrote and designed professional resumes using their understanding of transferable skills and effective resumes. • readings on how to write cover letters for job prospects; effective job hunting strategies; effective job interview strategies and professional etiquette; different styles of management; strategies for finding alternative forms of career experience in tough economic situations; as well as effective portfolio development.

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					• designed professional portfolios based on their understanding of effective portfolios.
III. Interrelate art/design with a variety of disciplines. (PUL 3)	1. Apply historical and stylistic knowledge to practice. (N) 2. Utilize research skills in solving problems and developing projects. (N) 3. Apply knowledge from multiple disciplines to new contexts.	internships and work experience, class discussion & group presentations, lectures, independent study, slides and films, field trips, foundation program.	Senior capstone course papers and projects, survey of students and alumni, portfolio review, sketch book, art/design work, advancement reviews, graduating student survey. Some faculty maintain teaching portfolios of working notes and examples of student work in the form of slides. Informal conversation and comparison among section and grade levels.	Formation of Foundation Curriculum Review Committee; observed multiple sections of F101-102; found inconsistency in course content. The term "Foundation Studio" is too broad. Think about renaming the program. F101-102 instructors should be advised on class structure and course objectives. * Herron graduating student survey indicates increase in student ability to use research skills. (3.95/5.0) (3.95 in 2001)	Clarification of F101-102 goals and objectives. Further emphasis should will be placed on: • Visual thinking and communication skills • Craft, creative process, discussion and critiques • Possible research book for 2D and 3D sessions Course outline for F101-102 instructors. Two new full time faculty in the Foundation program. Further documenting student work in a variety of situations and courses.
IV. Demonstrate substantial knowledge and understanding of	1. Modify approach to issues/ problems based on contexts and requirements of	Discussion, research papers, critiques, written papers, field trips, lecture,	Evaluation of written work, student feedback and surveys, independent study,	In the Dec. 2002 Fine Art advancement review, 82% (up from 75% in 2002) of students passed, 16% were	Increase occurrence and documentation of group critiques.

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art, art history, art education, and/or design. (PUL 4)	particular situations. 2. Respect and evaluate work from a variety of perspectives and disciplines. (N) 3. Demonstrate conceptual understanding of components and processes integral to work in the visual arts and design. (N) 4. Produce work that is successful both technically and aesthetically. 5. Demonstrate visual literacy, including nonverbal languages of art or design. (N) 6. Evaluate and discuss contemporary thinking about art. (N) 7. Accurately assess the quality and effectiveness in works of art and/or design,	internships, exhibitions, senior capstones, research, journals, attendance at special events such as Visiting Artists Lectures and gallery openings, juried student exhibition, guest speakers from the community.	class participation, evaluation of art work, student reflection exercises, senior capstone courses (weekly papers, critiques, etc.), senior exhibition and slides, portfolio review, written artists' statements. Printmaking faculty review the effectiveness of teaching strategies and make adjustments on an ongoing basis. Printmaking colleagues show one another work across the specialties and from level to level. Informal group critiques with other invited printmaking faculty.	on probation, and 2% were denied advancement. In the Jan. 2003 Art Education advancement review 91% of students passed and 9% were on probation. In the March 2003 Visual Communications advancement review 73% of students passed while 27% were placed on probation. During the May 2003 VC and Fine Art advancement review 63% of students passed, 34% were placed on probation and 3% were denied advancement. *Herron graduating student survey indicates the following: - increased in knowledge/ understanding of *one field* of art (4.3/5.0); (4.0 in 2001) - developed	Sculpture faculty meet weekly to discuss technical and curricular program needs.

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	especially their own. (N) 8. Develop competence in one or more forms of art/ design technique. (N) 9. Describe major achievements in the history of art/design. (N) 10. Develop a personal artistic/ intellectual mission associated with art/ design. 11. Advocate for the arts. (N)			competence in *more than one* art form (4.0/5.0); (3.55 in 2001) • increase in respect for and evaluating work from variety of perspectives and disciplines. (4.2/5.0); (4.23 in 2001) • increase in student ability to produce work that is successful technically and aesthetically (4.4/5.0); (4.5 in 2001) • increase in student ability to accurately assess quality and effectiveness in artwork, especially their own (4.5/5.0); (4.15 in 2001) • students develop personal artistic / intellectual mission associated with art (4.05/5.0); (4.05 in 2001)	

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				**IUPUI Continuing Student Survey rank quality of Herron faculty 1.27	
V. Recognize, analyze and apply visual culture, and cultural traditions of self and others in artwork. (PUL 5)	1. Develop awareness of range of diversity in traditions and history of art/ design, and the interconnectedness of local and global concerns. (N) 2. Explore and develop a personal approach to dealing with controversial subject matter. 3. Accept and learn from those who are different. (N) 4. Draw parallels between art and society.	Explore controversial subject matter, discuss issues of censorship and free speech, explore social and political content, encourage participation in campus cultural events, debate , lecture, team work, group work, readings, international study, critiques, internships, visiting artists.	Supervisor's feedback from internship or work experience, written assignments, grades, student and alumni surveys, instructor observation, class discussions, senior capstone courses, content of artwork. Student initiated AFTA program to digitally restore photos damaged in the Sep 2002 tornados.	More than half course syllabi reflect PULs. *Herron graduating student survey indicates • students analyze visual culture and apply cultural traditions in their work (3.9/5.0); (3.9 in 2001) • students develop awareness of diversity in traditions and history of art and global interconnectedness (4.16/5.0); (3.85 in 2001) • students increased ability to accept and learn from those who are different (4.2/5.0); (3.7 in 2001) • students' ability to draw parallels between art and society increased	Increase dialogue on writing in J410. Increased fundraising efforts for international travel scholarships spearheaded by Friends of Herron Board.

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				(4.16/5.0) (4.15 in 2001). 9 students received Herron international travel scholarships in spring 03 totaling $15,000. (down from $16,500 in 2002) Advanced photography students in K401 continue community service activities as part of their class. They were exposed to a variety of clients and situations as they volunteered in Planned Parenthood, Indianapolis Children's Museum, Childcare, Eiteljorg Museum, and designed/edited an art publication. **2001 IUPUI Continuing Student Survey shows students feel Herron affords opportunities to integrate learning w/ personal experiences (1.14)	
VI. Make informed ethical decisions, and	1. Conduct self with civility (courtesy).	Critiques that expose students to varied perspectives,	Senior capstone courses, grades and course assignments, feedback	*Herron graduating student survey shows increase in ability to	

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develop and demonstrate underlying value system that influences judgment. (PUL 6)	2. Maintain composure in difficult situations. 3. Demonstrate responsibility and accountability. (N) 4. Define and develop a personal aesthetic direction.	discussions and debates emphasizing pluralistic nature of creation, including multicultural approaches to art, internships and work experience, course projects, case studies, discuss larger issues of censorship and free speech, faculty members serve as role models, explore controversial subjects.	from internship and work supervisors, sophomore advancement review, discussions, observance of students' interactions with each other, completion of artwork and assignments within time frames allotted, appropriate maintenance of work space, results of independent work.	• make informed and ethical decisions (3.7/5.0); (3.14 in 2001 survey) • conduct themselves with civility (3.9/5.0); (3.25 in 2001) • demonstrate responsibility and accountability (3.7/5.0); (3.3 in 2001).	
VII. Develop the knowledge, tools and experience necessary to work in art -related fields and/or apply these in multiple other professions.	1. Develop job-seeking skills (resume, interviewing, networking, etc.). 2. Demonstrate relevant experience. 3. Develop artist's statement. 4. Prepare professional photo documentation or portfolio.	Capstone courses, internships, Saturday School teaching, participating in gallery openings, meeting with Visiting Artists, meeting with faculty and advisors. Ceramics seniors learn to write an artist statement, take slide of own 3D work and give slide lectures to faculty and peers.	Internship placements, job placements, capstone courses (resumes, weekly written papers, and photographs of artwork), alumni surveys, video tapes of student teaching (Art Ed. Students) 100% of responding Herron Alumni working full or part-time as reported in the IUPUI Alumni Survey 2001. Current salary of Herron Alumni fall into $25K-	Continue to monitor alumni for trends and needs. IUPUI Alumni Surveys for 2001-02 indicate that students felt they are better prepared for their current jobs (88%) and had improved prospects for future jobs (96%). Current salary ranges had decreased since the previous year. *Herron graduating student survey indicates students • feel somewhat better prepared to obtain jobs	Photography faculty continue to increase the opportunities for community service. Increased documentation efforts. Encourage career oriented civic engagement in more programs Increased exhibition opportunities Increased student opportunities for Professional Practice

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			30K range, the median range for Indiana graduates as reported in the IUPUI Alumni Survey 2001.	(3.7/5.0) (3.35 in 2001) Art education students develop effective teaching skills and resources as evidenced through portfolios and teaching videos. K401 photography students continue to conduct community service and interact with working professionals. (AFTA project) Ceramics students participate in a variety of community outreach activities including Empty Bowls, Soup at Seven and Happy Hollow. All students write an Artist Statement for sophomore advancement review, then further develop and refine the statement in J410 capstone. Sculpture students' work selected for display at	Experience.

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				University Library. (Commissioned 2002 & 2003) Approximately 50% of Herron Alumni feel Herron could better prepare its students for the "real world" according to 2003 survey conducted by Full Circle Group.	

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