

**Herron School of Art and Design  
Annual Report for 2008 - 2009**

<p><b>What general outcome are you seeking?</b></p>	<p><b>What will students know and be able to do upon graduation? (N = NASAD standards)</b></p>	<p><b>How will students learn these things (in or out of class)?</b></p>	<p><b>How do we measure and provide evidence for each of the desired outcomes listed in #2?</b></p>	<p><b>What are the assessment findings?</b></p>	<p><b>What improvements have been made based on assessment findings?</b></p>	<p><b>What are the results of improvements made?</b></p>
<p><b>I. Core Communication and Quantitative Skills: students demonstrate the ability to communicate observations and analyses in a variety of media. (PUL 1)</b></p>	<p>1. Write clearly and effectively. (N)  <ul style="list-style-type: none"> <li>• Incorporate art and design vocabulary and concepts in writing.</li> </ul> </p> <p>2. Speak clearly and effectively in groups and one-to-one. (N)  <ul style="list-style-type: none"> <li>• Incorporate art and design vocabulary and concepts in speaking.</li> </ul> </p> <p>3. Comprehend, interpret, and analyze written text. (N)</p> <p>4. Formulate attitudes about art, and defend views effectively and rationally. (N)</p> <p>5. Perform quantitative functions</p>	<p>Oral reports and presentations, group critiques, individual consultations, research, 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.</p>	<p>Foundation F101 capstone presentations.</p> <p>The sophomore advancement review includes a verbal presentation and submission of a written artist's statement from each participant.</p> <p>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</p>	<p>The assessment of Herron's Themed Learning Community (TLC) was largely positive. Faculty involved in the TLC felt there needed to be a greater link between the English Composition class and foundations courses.</p> <p>Improved Visual Communication Design (VCD) rubric for advancement review, first used in 2003-04, has been further developed for even greater consistency in evaluating student readiness to advance into the major.</p> <p>Rubrics and teaching portfolios used in Art Education demonstrate communication PUL</p>	<p>For Herron Themed Learning Community (TLC), A new text, "Seeing and Writing," has been adopted which will improve the link between courses. Also, an additional class will be added to the TLC, 2D-Design.</p> <p>Visual Communication Design (VCD) faculty developed performance rubrics to use with sophomore advancement review. Gave to students at start of semester to use in preparing for advancement review portfolio</p>	<p>A more positive environment was created for students when they were given opportunities to improve during the remainder of the semester. Students and faculty met more frequently outside of class.</p> <p>Advancement review presentations by VCD students were more organized, and students were better prepared. They integrated their knowledge in presentations, utilized appropriate</p>

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	<p>and analyses relevant to art and design.</p> <p>6. Effectively utilize information technology for research, written work, artwork, and communication.</p>		<p>manuals and safety procedures, demonstrate math skills in proportioning and scaling imagery and other art and design contexts, research, art education projects, design work on computers.</p> <p>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</p>	<p>achievement.</p> <p>VCD students continue to have some difficulty writing.</p> <p>December 2008 + May 2009 Fine Arts Sophomore Advancement Review: Total Advanced = 96 (86%); Total Probation = 12 (11%); Total Denied = 3 (3%)</p> <p>December 2007 + May 2008 Fine Arts Sophomore Advancement Review: Total Advanced = 97 Advanced (86%) ; Total Probation = 13 (11%); Total Denied = 3 (3%).</p> <p>December 2006 + May 2007 Fine Arts</p>	<p>presentations.</p> <p>Each VCD student placed on probation in sophomore advancement review was assigned a faculty mentor and given written feedback about what they need to improve.</p> <p>As part of their sophomore advancement review, VCD students were given a topic on which to write a brief essay.</p> <p>Early in sophomore year, VCD faculty will spend more time teaching good research and writing skills.</p> <p>VCD students spent 6 weeks developing professional</p>	<p>terminology, and cited their specific learning experiences.</p> <p>Number of technology-based courses increased and student access to technology improved.</p> <p>Senior VCD students were more successful in obtaining jobs. Others were more highly motivated, and had a more realistic idea of the competition they will face in the job market.</p>

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			coach for advice for later reviews.	<p>Sophomore Advancement Review Results: Total Advanced = 69 (87%); Total Probation = 7 (9%); Total Denied = 3 (4%)</p> <p>May 2009 Visual Communication Design Sophomore Advance Results: 32 students participated; 31 students passed; 1 student denied.</p> <p>[Note: May 2008 VCD Sophomore Advance Review Results: 30 students participated; 28 students passed; 2 students denied.</p> <p>May 2007 VCD Sophomore Advancement Review Results: 28 students participated; 23 students passed; 5 students denied.]</p>	<p>portfolios (digital and physical) based on personal objectives.</p> <p>Next year, all VCD students will be required to take a speech course.</p> <p>Students in senior VCD capstone studio (5 credit course) had weekly writing assignments. They were encouraged to use campus writing assistance resources as needed.</p> <p>Fine Arts students who received “Probation” at Sophomore Review are given directions for upgrading their performance and a faculty mentor is assigned.</p>	

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				<p>January 2009 + May 2009 Art Education Sophomore Review: 28 students participated: 17 students passed; 9 passed pending PPSTest-Praxis I (must pass to apply to the school of ed); 2 students denied.</p> <p>Herron's 2008-09 Graduating Student Survey completed by 122 students.</p> <p><b>Herron's 2008-09 Graduating Student Survey (scores: 5 = strongly agree; 4 = agree; 3 = neutral or no opinion; 2 = disagree; 1 = strongly disagree)</b> indicates that as a result of their Herron courses and activities, students increased their:</p> <ul style="list-style-type: none"> <li>○ Ability to</li> </ul>		

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				<p>express ideas effectively through writing, 3.83 out of 5 (was 3.67 in 2008, 3.84 in 2007 and 3.6 in 2006)</p> <ul style="list-style-type: none"> <li>○ Ability to express ideas effectively through speaking, 4.18 out of 5 (was 3.95 in 2008, 4.12 in 2007 and 3.93 in 2006)</li> <li>○ Ability to listen and comprehend, 4.26 out of 5 (was 4.13 in 2008, 4.21 in 2007 and 4.04 in 2006)</li> <li>○ Curiosity and desire to learn, 4.68 out of 5 (was 4.45 in 2008, 4.46 in 2007 and 4.40 in 2006)</li> </ul>		

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				<ul style="list-style-type: none"> <li>○ Ability to utilize computers and/or other technology to communicate, solve problems, and/or conduct research, 3.85 out of 5 (was 3.74 in 2008, 4.02 in 2007 and 3.80 in 2006)</li> </ul> <p>Average score (2009) = 4.16  Average score (2008) = 3.99 OUT OF 5  Average score (2007)= 4.13  Average Score(2006) =3.95</p>		
<b>II. Think creatively to develop new approaches and solutions (PUL 2: Critical Thinking)</b>	1. Critique work accurately, especially students' own.  2. Analyze information and art/design work carefully, logically,	Large and small group discussions, critiques that expose students to varied perspectives, debates,	Sophomore advancement review, senior capstone courses, surveys of students and alumni, demonstrations and presentations,	<b>Herron's 2008-09 Graduating Student Survey</b> indicated an increase in their: <ul style="list-style-type: none"> <li>○ Ability to incorporate knowledge from several areas of</li> </ul>	Visual Communication Design (VCD) faculty document projects of each student in each course. One professor is creating	

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	<p>and from multiple perspectives. (N)</p> <p>3. Apply knowledge from multiple disciplines to new contexts to solve problems and enhance work. (N)</p> <p>4. Critique professional and research literature for meaningfulness.</p> <p>5. Think creatively about new ideas and ways to improve existing things.</p> <p>6. Find new ways to use skills and knowledge in new situation/problems.</p> <p>7. Learn new approaches to artwork or study.</p> <p>8. Research an issue/topic before</p>	<p>presentations, internship &amp; work experiences, research papers, field trips, and assigned readings.</p>	<p>papers, senior exhibition, assessment of artists' statements, observe students following directions, and operating equipment properly and safely, critiques of teaching performance through observation (art education) and student teacher feedback, and videotapes.</p>	<p>study into learning situations and problem solving, 4.49 out of 5 (4.26 in 2008, 4.33 in 2007 and 4.20 in 2006)</p> <ul style="list-style-type: none"> <li>○ Ability to view art from multiple perspectives, 4.62 out of 5 (was 4.45 in 2008, 4.5 in 2007 and 4.35 in 2006)</li> <li>○ Increased my ability to critique professional and research literature for meaningfulness (4.50 out of 5 in 2009)</li> <li>○ Visual literacy and ability to assess the quality and effectiveness of works of art and/or design, especially their own art/design</li> </ul>	<p>website for each student on which to archive assignments and artwork produced. This will provide means of further assessing outcomes at student, course, and program levels. In the future these may be linked with campus electronic portfolios.</p> <p>VCD capstone course included</p> <ul style="list-style-type: none"> <li>• multiple exercises from the book "What Color is Your Parachute"</li> <li>• professional resumes</li> <li>• readings on cover letters; effective job hunting strategies; interview strategies and professional etiquette; management; strategies for finding</li> </ul>	

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	planning a course of action.			<p>work, 4.67 out of 5 (was 4.47 in 2008, 4.495 in 2007 and 4.36 in 2006)</p> <p>Average score (2009) = 4.57 out of 5  Average score (2008) = 4.38 OUT OF 5  Average score (2007) = 4.40  Average Score(2006) = 4.30</p> <p>Foundation curriculum committee conducted exhaustive studies of other art/design curricula, and established core objectives for Herron's curricula. Areas of most need at freshman level for Herron include:  Visual dynamics and design/gestalt principles, space and form, internet research, idea generation, cross-disciplinary thinking</p>	<p>alternative forms of career experience in tough economic situations; as well as effective portfolio development.</p> <ul style="list-style-type: none"> <li>•designing professional portfolios</li> </ul> <p>A revised curriculum for Foundation (freshman) Program is now in its 2<sup>nd</sup> year of implementation (started fall 2005). Based on the finding of the Foundations Curriculum Committee, the committee proposed that a new curriculum be adopted. A proposal was made before the entire faculty body and was approved.</p>	



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				and experiences, and consistency among sections of courses.		
<b>III. Interrelate art/design with a variety of disciplines. (PUL 3: Integration and Application of Knowledge)</b>	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.  Certain 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.	<b>Herron's 2008-09 Graduating Student Survey</b> indicates an increase in: <ul style="list-style-type: none"> <li>o Ability to draw parallels between art and society, 4.62 out of 5 (was 4.26 in 2008, 4.40 in 2007 and 4.24 in 2006)</li> <li>o Developing a personal artistic, intellectual mission associated with art, design, art history, and/or education, 4.58 out of 5( was 4.2 in 2008, 4.35 in 2007 and 4.19 in 2006)</li> <li>o Developing the tools and experience</li> </ul>	Further documenting student work in a variety of situations and courses (e.g., digital images on CDs and websites, animated videos, hard copies of design projects.)	

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				<p>necessary to obtain a job in their field of study, 3.91 out of 5 (was 3.73 in 2008, 3.76 in 2007 and 3.67 in 2006)</p> <p>Average score (2009) = 4.37  Average score (2008) = 4.06 OUT OF 5  Average score (2007) = 4.17  Average Score (2006)=4.04</p>		
<b>IV. Demonstrate substantial knowledge and understanding of art, art history, art education, and/or design. (PUL 4: Intellectual Depth, Breadth, and</b>	1. Modify approach to issues/problems based on contexts and requirements of particular situations.  2. Respect and evaluate work from a variety of perspectives and disciplines. (N)	Discussion, research papers, critiques, written papers, field trips, lectures, internships, exhibitions, senior capstones,	Evaluation of written work, student feedback and surveys, independent study, class participation, evaluation of art work, student reflection exercises, senior capstone courses	<b>Herron’s 2006-07 Graduating Student Survey</b> indicates an increase in: <ul style="list-style-type: none"> <li>o Ability to approach their work creatively, 4.72 out of 5( was 4.42 in 2008, 4.45 in 2007 and 4.45 in</li> </ul>	Identified some gaps and overlaps when conducting “second looks,” and made modifications in some VCD courses and activities as a result.	As VCD faculty conducts “second looks,” their enthusiasm and commitment to the entire program continues to increase. This should continue to translate to

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<b>Adaptiveness)</b>	<p>3. Demonstrate conceptual understanding of components and processes integral to work in the visual arts and design. (N)</p> <p>4. Produce work that is successful both technically and aesthetically.</p> <p>5. Demonstrate visual literacy, including nonverbal languages of art or design. (N)</p> <p>6. Evaluate and discuss contemporary thinking about art. (N)</p> <p>7. Accurately assess the quality and effectiveness in works of art and/or design, especially their own. (N)</p>	<p>research, journals, attendance at special events such as visiting artists lectures and gallery openings, juried student exhibition, guest speakers from the community.</p>	<p>(weekly papers, critiques, etc.), senior exhibition and slides, portfolio review, written artists' statements.</p> <p>Printmaking faculty review the effectiveness of teaching strategies and make adjustments on an ongoing basis.</p> <p>Printmaking colleagues show one another work across the specialties and from level to level.</p> <p>Informal group critiques with other invited printmaking faculty.</p> <p>Art history faculty regularly require</p>	<p>2006)</p> <ul style="list-style-type: none"> <li>○ Ability to produce work that is successful both technically and aesthetically, 4.57 out of 5 (was 4.32 in 2008, 4.34 in 2007 and 4.40 in 2006)</li> <li>○ Substantial knowledge and understanding of one field of art and design, art history, and/or art education, 4.48 out of 5 (was 4.21 in 2008, 4.25 in 2007 and 4.01 in 2006)</li> <li>○ Substantial knowledge and understanding of MORE than one field of art and design, art history, and/or art education,</li> </ul>		<p>students through a stronger curriculum and enhanced learning environments for students.</p>

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	<p>8. Develop competence in one or more forms of art/design technique. (N)</p> <p>9. Describe major achievements in the history of art/design. (N)</p> <p>10. Develop a personal artistic/intellectual mission associated with art/design.</p> <p>11. Advocate for the arts. (N)</p>		<p>substantial written research papers, requiring students to demonstrate substantial knowledge of their selected research topic.</p>	<p>4.35 out of 5 (was 3.99 in 2008, 4.03 in 2007 and 4.01 in 2006)</p> <p>Average score in 2009 = 4.53 OUT OF 5</p> <p>Average score in 2008 = 4.24 OUT OF 5</p> <p>Average score in 2007 = 4.26</p> <p>Average Score (2006) =4.25</p>		
<p><b>V. Recognize, analyze and apply visual culture, and cultural traditions of self and others in artwork. (PUL 5: Understanding Society and</b></p>	<p>1. Develop awareness of range of diversity in traditions and history of art/ design, and the interconnectedness of local and global concerns. (N)</p> <p>2. Explore and</p>	<p>Explore controversial subject matter, discuss issues of censorship and free speech, explore social and political content,</p>	<p>Supervisor's feedback from internship or work experience, written assignments, grades, student and alumni surveys, instructor observation, class discussions, senior</p>	<p><b>Herron's 2008-09 Graduating Student Survey</b> indicates an increase in:</p> <ul style="list-style-type: none"> <li>○ Understanding of their own cultural traditions and the traditions of others, especially</li> </ul>		

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<b>Culture)</b>	<p>develop a personal approach to dealing with controversial subject matter.</p> <p>3. Accept and learn from those who are different. (N)</p> <p>4. Draw parallels between art and society.</p>	<p>Encourage participation in campus cultural events, debates, lectures, team work, group work, readings, international study, critiques, internships, visiting artists.</p>	<p>capstone courses, content of artwork.</p>	<p>as they relate to art or design, 3.91 out of 5 (was 3.85 in 2008, 3.8 in 2007 and 3.72 in 2006)</p> <ul style="list-style-type: none"> <li>○ Ability to accept and learn from people who are different than themselves, 4.21 out of 5 (was 4.15 in 2008, 4.19 in 2007 and 4.01 in 2006)</li> <li>○ Appreciation for diversity in people, ideas and approaches, 4.33 out of 5 (was 4.09 in 2008, 4.30 in 2007 and 4.01 in 2006)</li> </ul> <p>AVERAGE SCORE in 2009 = 4.15 OUT OF 5  Average score in 2008 = 4.03 OUT OF 5  Average score in 2007 = 4.1  Average Score( 2006)</p>		

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				<p>=3.96</p> <p>32 Herron students participated in school sponsored study abroad opportunities during 2008-2009.</p> <p>Greece Summer 2008: 15 students;</p> <p>Italy Summer 2009: 17 students.</p>		
<p><b>VI. Make informed ethical decisions, and develop and demonstrate underlying value system that influences judgment. (PUL 6: Value and Ethics)</b></p>	<p>1. Conduct self with civility (courtesy).</p> <p>2. Maintain composure in difficult situations.</p> <p>3. Demonstrate responsibility and accountability. (N)</p> <p>4. Define and develop a personal aesthetic direction.</p>	<p>Critiques that expose students to varied perspectives, discussions and debates emphasizing pluralistic nature of creation, including multicultural approaches to art, internships and work experience,</p>	<p>Senior capstone courses, grades and course assignments, feedback from internship and work supervisors, sophomore advancement review, discussions, observance of students' interactions with each other, completion of</p>	<p><b>Herron's 2008-09 Graduating Student Survey</b> shows an increase in:</p> <ul style="list-style-type: none"> <li>○ Ability to make informed and ethical decisions, 3.97 out of 5 (was 3.92 in 2008, 3.86 in 2007 and 3.80 in 2006)</li> </ul> <p>Average score in 2009 = 3.97</p> <p>Average score in 2008 =</p>		

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		course projects, case studies, discuss larger issues of censorship and free speech, faculty members serve as role models, explore controversial subjects.	artwork and assignments within time frames allotted, appropriate maintenance of work space, results of independent work.	3.92 OUT OF 5 Average score in 2007 = 3.89 <i>Average Score (2006)</i> =3.77		
<b>VII. Develop the knowledge, tools and experience necessary to work in art/design-related fields and/or apply these in multiple other professions.</b>	<ol style="list-style-type: none"> <li>1. Develop job-seeking skills (resume, interviewing, networking, etc.)</li> <li>2. Demonstrate relevant experience.</li> <li>3. Develop artist's statement.</li> <li>4. Prepare professional photo documentation or portfolio.</li> </ol>	<p>Capstone courses, internships, Saturday School teaching, participating in gallery openings, meeting with visiting artists, meeting with faculty and advisors.</p> <p>New course created</p>	<p>Internship placements, job placements, capstone courses (resumes, weekly written papers, and photographs of artwork), alumni surveys, video tapes of student teaching (art ed students), student artwork sales twice per year.</p>	<p>Art education students develop effective teaching skills and resources as evidenced through portfolios, teaching videos, and placement rate.</p> <p>K401 photography students continue to interact with working professionals.</p> <p>All students write an artist statement for sophomore advancement review, then further</p>	<p>Beginning fall 2005, all VCD students will be required to conduct an internship or participate in a professional practice design course. This will further enhance students' civic engagement.</p>	

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		<p>Foundations Capstone. This course serves to better acclimate students with the abilities needed for continued success as a Herron student. Emphasis is placed on preparation for Sophomore Advancement Review and exploring the elements necessary for an effective presentation such as verbal skills, writing an artist statement and properly displaying their work. Students are also introduced to</p>		<p>develop and refine the statement in J410 capstone.</p> <p>Sculpture students' work selected for display at University Library. (Commissioned 2002, 2003, 2004 and 2006.)</p>		



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		<p>“survival skills” such as crafting scholarship applications, utilizing university grants and exploring travel opportunities.</p> <p>Ceramics seniors learn to write an artist’s statement, take slides of their own 3D work and give slide lectures to faculty and peers.</p>				