

**PRAC Report
Herron School of Art and Design
2023**

Overview

Herron School of Art and Design is a school of Indiana University. Herron is accredited by the National Association of Schools of Art and Design (NASAD). This year Herron has undergone its 10-year accreditation review by NASAD. The self-study was submitted at the start of September and the site-visit occurred November 5-8, 2023. The exit interview with the visiting team was extremely positive; we expect the official report early in 2024, with the completion of the process in April or November of 2024. Herron's master's degree program in art therapy is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon the recommendation of the Accreditation Council for Art Therapy Education (ACATE), with accreditation earned in 2021. Herron's annual reporting to ACATE includes assessment data.

Given the extensive assessment reporting that Herron has provided to its accreditors this year, this PRAC report will be composed, where appropriate, of excerpts from the larger documents. Further information from these documents is readily available upon request.

Herron offers the following degrees and stand-alone certificates:

I. BA in Art History (liberal arts degree) **p. 1**

II. Bachelor of Fine Arts (professional degree)

II. a. BFA in Fine Arts Majors: Painting, Printmaking, Photography & Intermedia, Drawing & Illustration, Furniture Design, Sculpture, Ceramics, and Integrative Studio Practice **p. 5**

II. b. BFA in Visual Communication Design (professional degree) **p. 9**

III. BAE Bachelor of Art Education (professional degree) **p. 13**

IV. MA in Art Therapy (professional degree) **p. 17**

V. MFA in Visual Art (professional degree, terminal degree in field) **p. 20**

VI. MDes Master of Design from the Department of Visual Communication Design (professional degree, terminal degree in field) **p. 20**

VII. Graduate Certificate in Design Thinking (online certificate) **p. 20**

I. BA in Art History

Graduates of the Art History program will be able to:

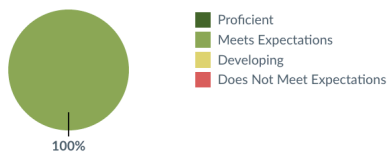
1. Describe and apply a substantial interdisciplinary body of knowledge related to their own art historical traditions and the traditions of others.
2. Recognize the variety of images, objects, and practices studied in art history and the varied materials and techniques used to create them.

3. Distinguish between a personal response to works of art and interpretations grounded in research.
4. Compare, contrast, and classify objects based on form, content, and context.
5. Evaluate visual and material culture using formal analysis.
6. Analyze and interpret visual and material culture using a variety of theoretical frameworks.
7. Describe connections and differences between visual and material culture and social contexts across history and throughout the world.
8. Recognize how the circulation of people, materials, and ideas affect artistic styles, techniques, and ways of thinking across different regions and time periods in global and local contexts.
9. Demonstrate how artworks and interpretations change through time.
10. Conceive of and carry out research involving: formulating a question; gathering information; critically evaluating information; making an argument; and defending a conclusion in speech and in writing.
11. Apply their visual literacy to make informed and ethical judgments.
12. Work independently and with others to examine and reflect on visual and material culture.

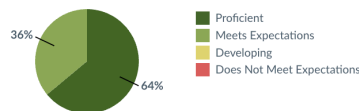
The program is assessed for two sets of learning outcomes: the learning outcomes for the BA in Art History listed above and the campus-level Profiles of Learning for Undergraduate Success. Both of these are assessed formally in the capstone seminar. The Profiles are also assessed in all general education courses, in a course taken somewhere in the mid-point of the program (the method/theory course), and in the capstone. These assessments are discussed further in Section III.B.

The Art History BA learning outcomes are assessed in the capstone seminar each spring. The results from spring 2022 are as follows:

Art History 1 Describe and apply a substantial interdisciplinary body of knowledge related to their own art historical traditions and the traditions of others

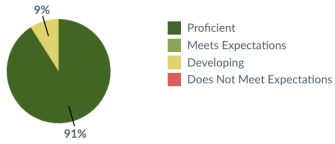


Art History 2 Recognize the variety of images, objects, and practices studied in art history and the varied materials and techniques used to create them



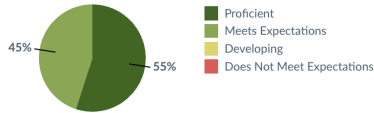
Mastery set at: 3

Art History 3 Distinguish between a personal response to works of art and interpretations grounded in research



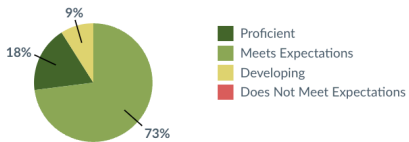
Mastery set at: 3

Art History 4 Evaluate visual and material culture using formal analysis



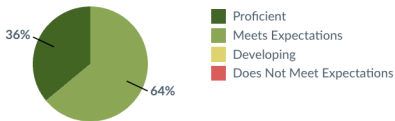
Mastery set at: 3

Art History 5 Analyze and interpret visual and material culture using a variety of theoretical frameworks



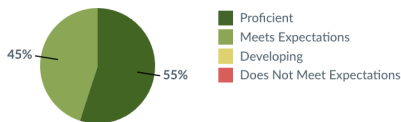
Mastery set at: 3

Art History 6 Describe connections and differences between visual and material culture and social contexts across history and throughout the world



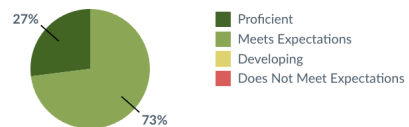
Mastery set at: 3

Art History 7 Recognize how the circulation of people, materials, and ideas affect artistic styles, techniques, and ways of thinking across different regions and time periods in global and local contexts



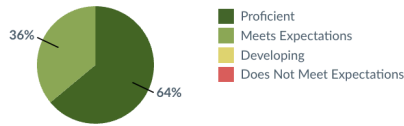
Mastery set at: 3

Art History 8 Demonstrate how artworks and interpretations change through time



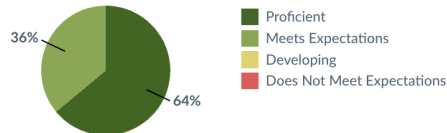
Mastery set at: 3

Art History 9 Conceive of and carry out research involving: formulating a question; gathering information; critically evaluating information; making an argument; and defending a conclusion in speech and in writing



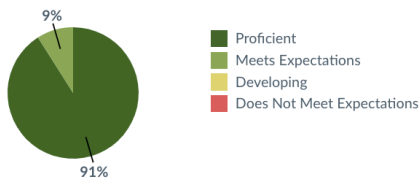
Mastery set at: 3

Art History 10 Apply their visual literacy to make informed and ethical judgements



Mastery set at: 3

Art History 11 Work independently and with others to examine and reflect on visual and material culture



Mastery set at: 3

These results do not reveal any major gaps in learning, but they do indicate areas where improvement efforts should be focused.

The BA in Art History is a liberal arts degree and as such, prepares students for a wide range of post-collegiate experiences. The “First Destination” survey, which polls graduating seniors about their immediate plans post-graduation, consistently shows that each student takes a unique path after graduation. Some pursue graduate school, more often in Museum Studies, Library Science, or Law than in Art History. Most enter careers, and among those, the range is very broad. We recognize that we are preparing students for any career that requires the collection, evaluation, synthesis, and presentation of information—not necessarily art historical in content—and so we emphasize research methodology and communication throughout the curriculum. The need for this emphasis was revealed to us through assessment, and we have adjusted the curriculum to strengthen it. The results depicted above reflect improvement in this area over previous years. The requirement for a method or theory course, recommended to be taken in the second year, is another example of an adjustment to curriculum made in response to assessment findings in order to fulfil the program’s purposes more effectively. This requirement took effect in 2021, so assessment data on its effectiveness at the capstone level will become available in 2024.

Students' attainment of the Profiles is measured in the mid-point course HER-H210 "Interpreting Art and its History," as well as in the Capstone Seminar. Progress between the mid-point and Capstone is recognizable, though not as pronounced as it might be. We suspect that this may have to do with enrollment patterns in H210. While it is placed on the degree map in the fourth semester, many in the class are transfer students who take the course at a different time in their degree plan, even simultaneously with the capstone, so it isn't really a mid-point. Furthermore, the class typically includes non-majors as well.

Despite the challenges of the mid-point assessment, the capstone assessments indicate that students on the whole are advancing successfully toward the Profiles. Communicator skills are strong. Collaboration skills are a weaker area, so it will be important to create opportunities for collaborative experiences in the curriculum as appropriate.

The Record

In November of 2022, Study Abroad experiences in art history resumed. Students traveled to Italy in November and to Central Europe in May-June. These experiences were approved for The Record.

II. Bachelor of Fine Arts

This is one degree offered in two departments with two distinct sets of learning outcomes: Fine Arts and Visual Communication Design

The required outcomes for all BFA programs according to NASAD are as follows:

1. Students must demonstrate achievement of professional, entry-level competence in the major area of specialization, including significant technical mastery, capability to produce work and solve professional problems independently, and a coherent set of artistic/intellectual goals that are evident in their work.
2. Students must demonstrate their competence by developing a body of work for evaluation in the major area of study. A senior project or final presentation in the major is required.
3. Students must have the ability to form and defend value judgements about art and design and to communicate art/design ideas, concepts, and requirements to professionals and laypersons related to the practice of the major field. They are able to work collaboratively as appropriate to the area(s) of specialization. (*NASAD Handbook 2020-2021*, VIII.c, p. 100)

II.a. BFA in Fine Arts

Majors: Painting, Printmaking, Photography, Drawing & Illustration, Furniture Design, Sculpture, Ceramics, and Interdisciplinary Studio Practice

The Fine Arts department revised its student learning outcomes in spring 2019. These fall within the overall NASAD outcomes (“results”) listed above.

Students graduating from the program will:

1. Demonstrate technical and conceptual proficiency with sculpture and related disciplines and media.*
2. Work and engage with diverse communities through personal and co-creative activities.
3. Explore new and different ideas and approaches and reconsider familiar or more traditional ways of thinking.
4. Describe historic and contemporary art directions, movements, and theory and place their own artwork in a contemporary context.
5. Develop a personal aesthetic that will be demonstrated in the characteristics of their artwork, writing, and speech.
6. Construct aesthetic problems utilizing creative process strategies and critical thinking to provide multiple solutions and outcomes.**
7. Demonstrate a mastery of visual thinking and the technical demands and craft appropriate to their concept and vision.
8. Write, speak, and effectively critique their own work and the work and ideas of others in a theoretically and historically informed manner.
9. Apply knowledge and experience of art in a professional context, and utilize best practices and ethics held by the profession.

*SLO 1 varies by major:

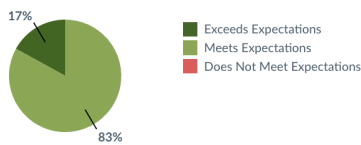
- Demonstrate technical and conceptual proficiency with *sculpture* and related disciplines and media.
- Demonstrate technical and conceptual proficiency with *printmaking* and related media.
- Demonstrate technical and conceptual proficiency with *photography* and related media including observational and compositional skills.
- Demonstrate technical and conceptual proficiency with *painting* and related media including observational and compositional skills.
- Demonstrate technical and conceptual proficiency with *furniture design* and related media.
- Demonstrate technical and conceptual proficiency with *ceramics* and related media *including clay and glaze calculation*.
- Demonstrate technical and conceptual proficiency with *drawing, illustration, and related media* including observational and compositional skills.
- Demonstrate technical and conceptual proficiency across *multiple disciplines* and their related media.

**This outcome does not apply to the Drawing and Illustration major, for the reason that this work may be driven more by a client than by an individual’s artistic voice, and the goal might be one solution rather than multiple solutions.

For the NASAD self-study, outcomes were measured and reported in each major of the BFA degree. Below we provide a representative sample based on the Drawing and Illustration major, which is the largest of the Fine Arts majors—more than half of the medium-specific majors. It also includes many Integrative Studio Practice majors, who can take capstone seminars in any of the mediums. The patterns represented here are typical of those seen in the ceramics, printmaking, photography, painting, sculpture, and furniture design capstone courses.

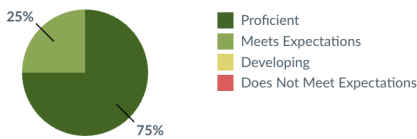
Fine Arts 1 ALL

Demonstrate technical and conceptual proficiency with the materials and media associated with the major, and related media.



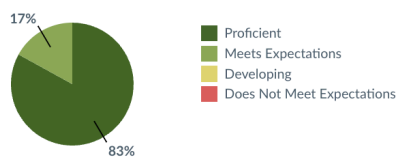
Mastery set at: 3

Fine Arts 2 Work and engage with diverse communities through personal and co-creative activities.



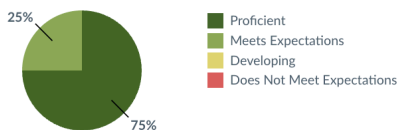
Mastery set at: 3

Fine Arts 3 Explore new and different ideas and approaches and reconsider familiar or more traditional ways of knowing.



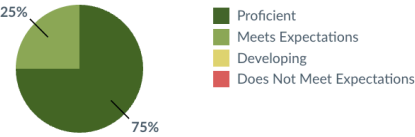
Mastery set at: 3

Fine Arts 4 Describe historic and contemporary art directions, movements, and theories and place their own artwork in a contemporary context.



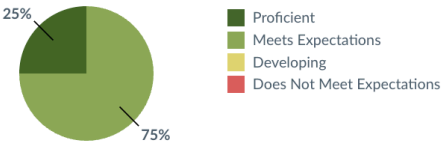
Mastery set at: 3

Fine Arts 5 Develop a personal aesthetic that will be demonstrated in the characteristics of their artwork, writing, and speech.



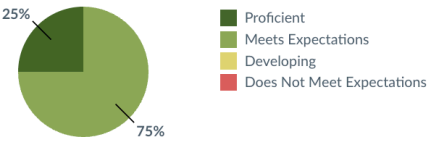
Mastery set at: 3

Fine Arts 6 Construct aesthetic problems utilizing creative process strategies and critical thinking to provide multiple solutions and outcomes.



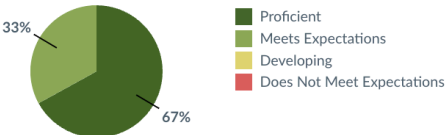
Mastery set at: 3

Fine Arts 7 Demonstrate mastery of visual thinking and the technical demands and craft appropriate to their concept and vision.



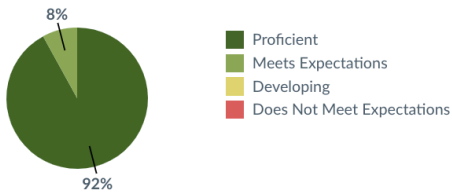
Mastery set at: 3

Fine Arts 8 Write, speak and effectively critique their own work and the work and ideas of others in a theoretically and historically informed manner.



Mastery set at: 3

Fine Arts 9 Apply knowledge and experience of art in a professional context, and utilize best practices and ethics held by the profession.



Mastery set at: 3

What these numbers reveal is that the students' strongest suits appear to be technical mastery, development of their individual styles, and professional preparation. Professional practices is a welcome success and may reflect curricular changes phased in over the past three years, with professional practices courses distributed over three years of the curriculum. Technical mastery has consistently been the students' strongest area in every year since we began aggregate assessment. One weak area is the students' facility with theory and historical context. This has long been a weak point and one that we have been focusing more on in studio classes as well as the required art history classes. Encouragingly, this year students appear to be gaining ground in this area. Also encouragingly, students show significant improvement in collaborative work since last year—this may result from increased opportunities for collaborative activities both in the classroom and with the wider community that have become possible since the loosening of COVID restrictions.

Profiles in Fine Arts Capstone Courses

Similar results are apparent among the Profiles evaluations conducted in Capstone Seminars in the Fine Arts majors. On the whole, students demonstrate good attainment of the profiles. Community Contributor: Builds Community is a bit weaker overall than the others, perhaps for the same reasons. Extra effort in this area may improve performance in both the disciplinary learning outcome and its closely associated Profile.

Mid-Level Review

Fine Arts students undergo a Mid-Level Review in the winter of the junior year. Each student presents a portfolio of artwork and a written statement to a panel of faculty for a 30-minute evaluation and discussion. Faculty reviewers complete an evaluation rubric for each student that is based on the program SLOs but adapted for a mid-point in the program. Components of the Profiles are also assessed at Mid-Level Review.

The pattern of progress toward the SLOs at Mid-Level Review is similar to what we see in capstone reviews, but with the differences between the areas of strength and weakness more pronounced. Students are stronger in the technical areas and weaker in the analytical and theoretical areas. Encouragingly, they do seem to make up ground in the analytical and theoretical areas during the final three semesters of the program, as they do more individualized and self-determined work.

The Record

Herron's contributions to The Record from the BFA in Fine Arts includes approved internship courses and a study abroad program in Central Europe that occurred in summer 2023.

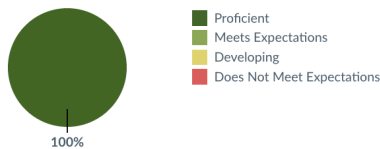
II. b. BFA in Visual Communication Design

Students completing the BFA in Visual Communication Design program will. . .

1. Identify and analyze a problem space through multiple points of view.
2. Work with diverse groups of users to clarify needs and goals relevant to end users of design outcomes.
3. Explore potential solutions to a problem through widely divergent iterations and prototyping.
4. Develop form that reflects understanding of relevant elements, both formal and contextual, resulting in solutions that are appropriate for the intended communication and audience.
5. Synthesize solutions from concept through execution.
6. Discuss and/or write analysis of visual communication work, either their own or that of others.
7. Select and utilize appropriate software, diverse media, techniques, and tools to effectively communicate intended communication.
8. Organize and present work visually and orally with a professional demeanor.

The results of the curriculum are evaluated in the capstone course. Results from the spring 2023 aggregate assessment are as follows:

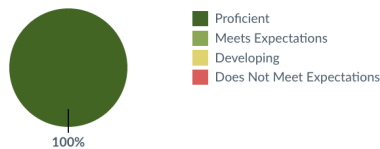
VCD 1 Identify and analyze a problem space through multiple points of view



Mastery set at: 3

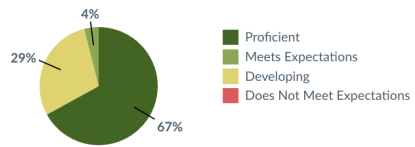
Calculation Method: 65/35 Decaying Average

VCD 2 Work with diverse groups of users to clarify needs and goals relevant to end users of design outcomes



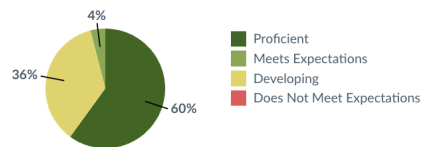
Mastery set at: 3

VCD 3 Explore potential solutions to a problem through widely divergent iterations and prototyping



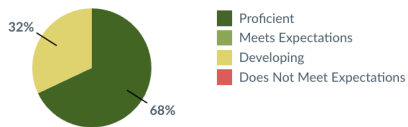
Mastery set at: 3

VCD 4 Develop form that reflects understanding of relevant elements, both formal and contextual, resulting in solutions that are appropriate for the intended communication and audience



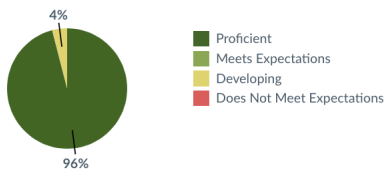
Mastery set at: 3

VCD 5 Synthesize solutions from concept through execution



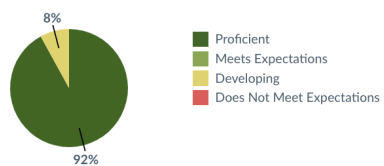
Mastery set at: 3

VCD 6 Discuss and/or write analysis of visual communication work, either their own or that of others



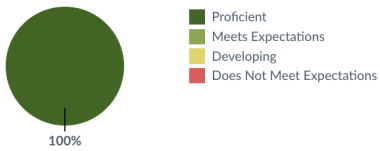
Mastery set at: 3

VCD 7 Select and utilize appropriate software, diverse media, techniques, and tools to effectively communicate intended communication



Mastery set at: 3

VCD 8 Organize and present work visually and orally with a professional demeanor



Mastery set at: 3

Profiles

The Profiles were also assessed in the capstone course on a five-point scale.

Profile	2022	2023
Communicator: listens actively	4.48	--
Communicator: builds relationships	4.04	4.2
Communicator: evaluates information	4.59	4.8
Communicator: conveys ideas effectively	3.96	4.6
Problem Solver: thinks critically	4.78	4.4
Problem Solver: collaborates	4.15	4.4
Problem Solver: analyzes, synthesizes, evaluates	4.63	4.6
Problem Solver: perseveres	4.59	4.8
Innovator: investigates	4.04	4.4
Innovator: creates/designs	4.56	5.0
Innovator: confronts challenges	4.11	4.6
Innovator: makes decisions	4.74	--
Community Contributor: builds community	3.67	4.2
Community Contributor: behaves ethically	4.78	5.0
Community Contributor: anticipates consequences	4.19	4.8
Community Contributor: respectfully engages. . . cultures	4.85	--

This is the second year of measuring Profiles in the capstone. Differences between this year and last year appear slight, and may reflect the strengths of different students and/or the perceptions of different evaluators. Nevertheless, building community appears to be an area where we can focus more effort.

The Record

The required VCD internship course, HER-A453 “Professional Practice Internship” approved for the Record of Engaged Learning as of June 7, 2022, so all students in this major will have this on their Record.

III. Bachelor of Art Education

Program Learning Outcomes:

1. Learner

- Learner Development: Recognize the developmental needs and diverse social and cultural constructions of identity in all learners and implement a variety of appropriate visuals, tools, media, technology, and other disciplines to differentiate learning in inclusive, multicultural, and urban classrooms.
- Learning Environment: Construct a learning environment that promotes student achievement, utilizes social learning and group dynamics, promotes respect and collaboration among all learners, and incorporates multiple contexts where art exists outside the classroom including museums, galleries, homes, and public sites.

2. Content

- Content Knowledge-Studio Art: Demonstrate expertise in basic expressive, technical, procedural and organization skills in a wide variety of media and demonstrate mastery in conceptual insights and visual thinking developed through studio experiences; and make these aspects of the discipline accessible and meaningful for P-12 learners.
- Content Knowledge-Historical, Critical, Philosophical Analysis: Identify the major styles and periods of art history, the analytical methods and theories of criticism, including development of past and contemporary art forms, visual culture, and contending philosophies of art and the relationship of all of these to the making of art; and, make these aspects of the discipline accessible and meaningful for P-12 learners.
- Content Knowledge-Innovation/Ideation: Apply processes of idea generation, imagination, and innovative thinking from a range of disciplines to problems in their artwork and their lives; and develop abilities of creative problem solving and critical inquiry and authentic meaning making in P-12 learner.

3. Instructional Practice

- Communication: Communicate ideas effectively through speech, writing, and visual forms; comprehend, interpret, and analyze ideas and facts and problem solve through quantitative/qualitative reasoning; and effectively use information resources and technology.
- Instructional Strategies: Implement curriculum and a variety of instructional strategies that develop in-depth, complex student skills and knowledge in art content, and integrate art across disciplines.
- Reflective Practice and Assessment: Demonstrate reflective practice and revision; develop and implement multiple methods of formative and summative assessment; and, analyze data as evidence to engage learners in their own growth, to document learner progress, and to inform ongoing instruction and curriculum

4. Professional Responsibility

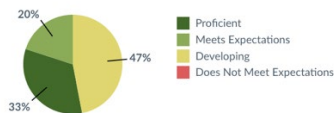
- Philosophy: Conduct ongoing critical reflection on the aesthetic and artistic purposes of art in P-12 learners; clearly articulate philosophy and the importance of art in general education to students, school, and community.

- Professional Development and Growth: Engage in continuing professional development and use evidence to evaluate practice. Provide leadership in the profession of art and education within the classroom, school, community and beyond.
- Professional Disposition: Demonstrate ability to inspire and excite the imagination of students, model a respect for art and visual experiences; and constantly seek out, evaluate and apply new ideas and developments in both art and education.

Students' attainment of these learning outcomes are assessed at multiple points in the curriculum, especially during the practicum and student teaching placements. A capstone seminar that supports students during their student teaching is used for final collection of assessment data. Results from spring 2023 as reported to NASAD appear below:

Art Ed Instructional Practice: Instructional Strategies

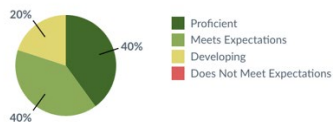
Implement curriculum and a variety of instructional strategies that develop in-depth, complex student skills and knowledge in art content, and integrate art across disciplines.



- Mastery set at: 3

Art Ed Instructional Practice: Communication

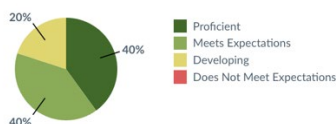
Communicate ideas effectively through speech, writing, and visual forms; comprehend, interpret, and analyze ideas and facts and problem solve through quantitative/qualitative reasoning; and effectively use information resources and technology.



- Mastery set at: 3

Art Ed Instructional Practice: Communication

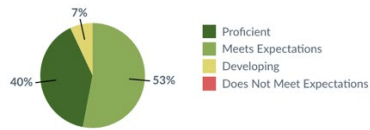
Communicate ideas effectively through speech, writing, and visual forms; comprehend, interpret, and analyze ideas and facts and problem solve through quantitative/qualitative reasoning; and effectively use information resources and technology.



- Mastery set at: 3

Art Ed Professional Responsibility: Philosophy

Conduct ongoing critical reflection on the aesthetic and artistic purposes of art in P-12 learners; clearly articulate philosophy and the importance of art in general education to students, school, and community.



Mastery set at: 3

Art Ed Professional Responsibility: Professional Disposition

Demonstrate ability to inspire and excite the imagination of students, model a respect for art and visual experiences; and constantly seek out, evaluate and apply new ideas and developments in both art and education.



Mastery set at: 3

Art Ed Professional Responsibility: Professional Development and Growth

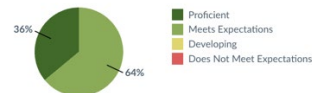
Engage in continuing professional development and use evidence to evaluate practice. Provide leadership in the profession of art and education within the classroom, school, community and beyond.



Mastery set at: 3

Art Ed Learner: Learner Development

Recognize the developmental needs and diverse social and cultural constructions of identity in all learners and implement a variety of appropriate visuals, tools, media, technology, and other disciplines to differentiate learning in inclusive, multicultural, and urban classrooms.



Mastery set at: 3

Art Ed Learner: Learning Environment

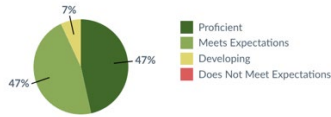
Construct a learning environment that promotes student achievement, utilizes social learning and group dynamics, promotes respect and collaboration among all learners, and incorporates multiple contexts where art exists outside the classroom including museums, galleries, homes, and public sites.



Mastery set at: 3

Art Ed Learner: Learning Environment

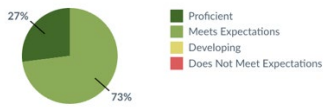
Construct a learning environment that promotes student achievement, utilizes social learning and group dynamics, promotes respect and collaboration among all learners, and incorporates multiple contexts where art exists outside the classroom including museums, galleries, homes, and public sites.



● **Mastery set at: 3**

Art Ed Content: Content Knowledge - Studio Art

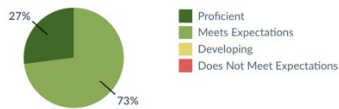
Demonstrate expertise in basic expressive, technical, procedural and organization skills in a wide variety of media and demonstrate mastery in conceptual insights and visual thinking developed through studio experiences; and make these aspects of the discipline accessible and meaningful for P-12 learners.



● **Mastery set at: 3**

Art Ed Content: Content Knowledge - Studio Art

Demonstrate expertise in basic expressive, technical, procedural and organization skills in a wide variety of media and demonstrate mastery in conceptual insights and visual thinking developed through studio experiences; and make these aspects of the discipline accessible and meaningful for P-12 learners.



● **Mastery set at: 3**

Art Ed Content: Content Knowledge - Historical, Critical, Philosophical Analysis

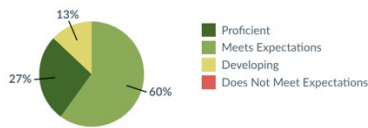
Identify the major styles and periods of art history, the analytical methods and theories of criticism, including development of past and contemporary art forms, visual culture, and contending philosophies of art and the relationship of all of these to the making of art; and, make these aspects of the discipline accessible and meaningful for P-12 learners.



● **Mastery set at: 3**

Art Ed Content: Content Knowledge - Innovation/Ideation

Apply processes of idea generation, imagination, and innovative thinking from a range of disciplines to problems in their artwork and their lives; and develop abilities of creative problem solving and critical inquiry and authentic meaning making in P-12 learners.



Mastery set at: 3

IV. MA in Art Therapy

In spring 2021, the MA program in Art Therapy successfully achieved accreditation by the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

One requirement for maintaining this accreditation is the submission annually of an extensive assessment report. An excerpt of our 2023 report that focuses on summative measures of learning outcomes is included here.

Student Learning Outcomes

SLO 1: Recall foundational cross-curricular content and demonstrate an understanding of the application of these concepts as an emerging professional.

SLO 2: Apply cross-curricular content to the needs of diverse populations in theoretical examples and internship experiences and demonstrate the application of these concepts as an emerging professional.

SLO 3: Use critical thinking practices by gathering, analyzing and explaining multiple sources of data to develop unique insights into art therapy concepts, and demonstrate the application of these concepts as a developing professional.

SLO 4: Prepare students through community engagement and practice-based research to serve their communities and the field of art therapy as practitioner-researchers.

SLO Is directly assessed by a semester-long written paper that explores art therapy’s historical and contemporary perspectives.

Results: The average grade on the assignment was 92.3%, with the lowest grade of 88% and the highest grade of 96%. The formal results of this assignment and the informal feedback from students demonstrate that this assessment appropriately assesses their ability to recall foundational information regarding the profession. No action plan necessary.

SLO 2 is directly assessed by an end-of-semester final paper that assess the integration and application of the first academic year’s first and second semesters. This also serves as a signature assignment that integrates all the course learning outcomes from the semester.

Results: Ten out of ten (100%) students passed the Signature Assignment with at least 73% and competence in 7/8 content areas. The average graded was 84.3%. The chart below shows the overall performance of each grading criterion. Based on these criteria, an area for improvement is professional writing skills. An increase in competency in the Application of Theory demonstrates that the action plan from last year was successful. The action plan to enhance professional writing skills did not demonstrate improvement in this content area.

Signature Assessment Data	2022	2023
Diagnostic Impressions	85.8%	88.7%
Clinical Presentation	93.1%	93.2%
Application of Theory	69.8%	84.3%
Artwork Analysis	88.3%	90.1%
Directives	87.2%	88.1%
Ethical Considerations	88.7%	87.8%
Professional Writing Skills	76.1%	71.8%

Action plan: We will continue to require all students to participate in a graduate writing workshop that occurs in the fall to clarify writing expectations and tools. Students will continue to be provided campus-wide writing support. In graded assignments, faculty will give specific feedback on professional writing skills throughout the program to provide consistent writing support.

SLO 3 is assessed by a Culminating Project Proposal and Presentation. This semester-long proposal is the foundation for the research project completed on an art therapy topic selected by the student. The proposal must include a preliminary literature review, literature matrix analysis, proposed methodology, and anticipated results.

Results: Six out of six students passed the written proposal with an overall grade of 91%. Six out of six students passed the oral presentation with an overall grade of 94%.

In 2022, an area for improvement was understanding the methodology and identifying appropriate methods for the type of study. This year, students engaged in more targeted discussions, explicitly focusing on the methodologies used within different studies. Additionally, students were provided with more individual research mentoring from faculty. Previously, students received two individual thesis meetings, and this increased to four. This action plan was successful in improving competency in this area.

Action plan: Continue the interventions that proved successful during this year.

SLO 4 is assessed by a Culminating Project Paper and Poster Presentation. This semester-long independent research project results from the proposal described above for assessing SLO 3.

Results: Six out of six students completed the written thesis. The overall grade was 89%, and all areas were scored competent. In 2022, we had an assignment completion rate of 86%, which improved to 100%.

Action plan: None needed. Continue interventions that proved successful.

V. MFA in Visual Art

The Master of Fine Arts is the terminal degree in the Fine Arts and is designated as a professional degree. Herron's MFA students study in small cohorts and do much of their work individually under the mentorship of a faculty advisory committee of at least three members, of whom one is typically a primary thesis director.

Students present their work to their faculty advisory committee at three points: after 30 hours, 45 hours and 60 hours. The 60-hour review is a thesis defense. Since students must pass these milestones in order to progress, any weaknesses are addressed individually and immediately. Completing students present their work in a collective thesis exhibition held each May ("Look/See"). The MFA exhibition in May provides an opportunity for all faculty to reflect on the group's strengths and weaknesses overall. The 2023 MFA students' exhibition is documented in virtual 3-D at this link:

<https://my.matterport.com/show/?m=JMYCf6KuXGj>

The MFA in Visual Art is a relatively small program, typically fewer than 10 people, and students do a great deal of independent and individualized work, as is typical of masters' programs in the arts. Currently, ten students are enrolled and are majoring in five different areas. Due to these small numbers, aggregate assessments do not seem appropriate to this degree. Individual mentoring by course faculty and each student's advisory committee continues to address weaknesses as they appear.

VI. Master of Design

Enrollment began in fall 2023. No assessment to report yet.

VII. Graduate Certificate in Design Thinking

This is a fully online program that serves stand-alone design students, graduate students currently enrolled in other degree programs, and currently working professionals in a range of fields.

Program Learning Outcomes:

1. Frame of Mind

- Students will be able to engage with ambiguity and uncertainty in a creative problem-solving process.
- Students will demonstrate creative confidence throughout a creative problem-solving process.
- Students will demonstrate keen sensitivity and empathy toward people and contexts, in which problems are situated.

- Students will demonstrate a positive approach to change and opportunity

2. Knowledge Application, Integration and Generation

- Students will demonstrate theoretical understanding of design thinking and be able to utilize their knowledge of design thinking in problem-solving process.
- Students will be able to integrate appropriate disciplinary knowledge and skills throughout a creative problem-solving process.
- Students will recognize values of tacit knowledge and leverage them for problem-solving process.
- Students will advance their disciplinary knowledge and skills through the application of knowledge in diverse problem settings.

3. Creative Problem-Solving Process and Process Skills

- Students will be able to apply abductive reasoning to creative problem-solving process.
- Students will be able to lead a context-based problem-solving process with a proactive and adaptable approach.
- Students will be able to recognize and apply appropriate methods to frame problems, generate ideas, and evaluate solutions.
- Students will be able to perform a reflective practice.
- Students will be able to demonstrate effective oral, written, and visual communication skills for facilitating collaborative decision-making.

4. Leadership for Collaborative Innovation

- Students will recognize values of cultural and disciplinary diversity for collaborative innovation and be able to facilitate team processes.
- Students will develop facilitative leadership to empower stakeholders in implementing solutions.

5. Personal and Social Responsibilities

- Students will demonstrate ethical reasoning and action.
- Student will develop foundations and skills for lifelong learning anchored through active involvement with diverse communities and complex challenges.

This program is conceived as a supplement to students' graduate studies in other disciplines and/or to their work in any number of professions. Only one student is currently enrolled, so no aggregate assessment results will be reported. However, more students enroll in the courses individually. The real test of the competencies developed by this program is in whether the students can integrate their learning into their chosen fields of research and employment. Now that enough students have graduated, we can begin with our plan to survey them six to twelve months after graduation to try to understand how their certificate learning is supporting their work in their individual disciplines. A plan for the coming year will be to also incorporate some assessment practices into the second semester courses so that all students enrolling in the program's courses can be represented in our assessments.

VIII. General Education

The following Herron courses were reviewed by the Undergraduate Affairs Committee this year.

HER-H100 Art in Culture

HER-H101 Art History I: Prehistory to Late Gothic

HER-H102 Art History II: Renaissance to Modernism

All three courses contribute to the Arts and Humanities learning domain. All were reapproved, some with minor notes that will be addressed by the course coordinators and teaching faculty.