

School of Art Assessment Inventory

Mission and Goals Statement –

The mission of the School of Art parallels that of the College of Fine Arts and is stated in the University Academic Plan for 2002-2007.

The mission of the College of Fine Arts is to educate students as artists, as teachers in the arts (elementary, secondary, and higher education), as arts researchers, and as life-long audience members who are able to respond to and appreciate the arts. The departments of the College create and produce studio and performing arts works as well as research in order to support this mission. (Academic Plan, p. 8.)

As stated in the Academic Plan, the University recognizes that this mission is "central to the overriding mission of Illinois State University" (p. 8).

The goals of the School of Art are:

1. to maintain an educational program in the visual arts that provides a professional education in the studio arts, art education, graphic design, and art history.
2. to provide art-based instruction for the University's General Education program and, therefore, for the general student population, and selected course work in art production for non-art majors interested in the studio disciplines.
3. to recruit and/or retain a faculty and staff with strong academic and professional credentials, who are committed to teaching, to their own creative/scholarly work, and to participation in academic shared governance.
4. to provide and maintain physical facilities and resources adequate to the educational mission and goals of the School.
5. to recruit and retain students who are committed to acquiring a professional-level art education within the liberal arts environment of the University.

Goals 1 and 2 are directly related to fulfilling the overall mission of the School of Art, the College of Fine Arts, and the University. Goals 3 and 4 address the human and material resources necessary to accomplishing goals 1 and 2. The accomplishment of goal 5 is largely dependent on the accomplishment of goals 1, 2 and 3.

In addition, the School of Art has an overriding goal of being and being recognized as one of the leading art programs in the state and the region.

B.A./B.S. in Art – Art History Sequence

Objectives

1. to prepare students for professional careers as artists, designers and art educators
2. to prepare students for graduate level study in studio art, design, art history and teacher education.

The B.S./B.A. degree programs are the primary programs by which these mission objectives are accomplished.

Learning Objectives for Art History Core

1. Students will demonstrate knowledge of the major monuments and periods in the history of art from pre-historic times to the end of the medieval period, circa 1400.
2. Students will demonstrate knowledge of the major monuments and periods in the history of art from the early Renaissance, circa 1400, to the end of the Baroque period, circa 1775.
3. Students will demonstrate knowledge of the major monuments and periods in the history of art from the Romantic period, circa 1775, to the end of the Modern period, circa 1970.

Learning Objectives for the B.A./B.S. Degree

Art History

1. Students will demonstrate knowledge of the arts of the Americas, Africa, and the South Pacific
2. Students will demonstrate broad knowledge of the history of art on an advanced level
3. Students will demonstrate knowledge of the relationship between art history and related disciplines.
4. Students will develop advanced research skills adequate for the pursuit of graduate level study in art history.

General Assessment of the B.A./B.S.

Although the development of skills and concepts are emphasized throughout the curriculum, the need for students to synthesize all the elements of their education in art and design is understood. Emphasis is put on our ability to assess the degree to which BA/BS art majors are able to do this and success is tracked in a variety of ways, from the completion of Foundation and Core requirements through to graduation. The first level of

assessment involves the successful mastering of the material and content of these basic courses. To continue, students must achieve at least a C in every School of Art course and maintain a minimum 2.5 GPA in the major. By the end of the sophomore year all BA/BS students must apply to one of the four sequences that make up the art program - Graphic Design, Studio, Art Education, or Art History. In all classes, students undergo continuous critiques and evaluation of their work. This is done in addition to the grading of individual projects and is designed to be an assessment strategy, evaluating the progress students are making and their ability to synthesize their knowledge, skills, problem-solving ability and critical and analytical judgment. As they progress, the students are expected to work more independently, to develop their own projects, and to form a conceptual framework for their artwork.

Students in the Teacher Education Sequence are required to take Art 309, a professional-preparation course, which involves pre-student teaching clinical experiences. The work done in this class helps prepare the students for their capstone student teaching experience through a combination of curriculum creation exercises and a required component of Saturday morning art classes conducted by the students for children from the community. These Saturday morning classes are an important part of assessing the readiness of Teacher Education students to do full scale student teaching.

Assessment Systems Used to Measure Learning Outcomes (by degree program and linked to learning objectives by parallel numbers)

B.A./B.S. and B.F.A.

Foundations Program

(1) All art majors, except for art history majors, are required to take Art 104, Visual Thinking: Drawing Fundamentals. They receive instruction in drawing principles, formal strategies, and skills and the results are evaluated on an ongoing, individual, one-on-one basis by the instructor and through group critique sessions involving other students and the instructor. As the drawing work itself demonstrates outcomes in mastery of the principles and skills, the critiques demonstrate the degree to which students can explain and analyze both their own and others' work in relation to traditional and contemporary art concepts.

(2) All art majors, except for art history majors, are required to take Art 103, Visual Thinking: 2D Fundamentals. They receive instruction in two-dimensional media principles, formal strategies, and skills and the results are evaluated on an ongoing, individual, one-on-one basis by the instructor and through group critique sessions involving other students and the instructor. As the 2D work itself demonstrates outcomes in mastery of the principles and skills, the critiques demonstrate the degree to which students can explain and analyze both their own and others' work in relation to traditional and contemporary art concepts.

(3) All art majors, except for art history majors, are required to take Art 109, Visual Thinking: 3D Fundamentals. They receive instruction in three-dimensional media principles, formal strategies, and skills and the results are evaluated on an ongoing, individual, one-on-one basis by the instructor and through group critique sessions involving other students and the instructor. As the 3D work itself demonstrates outcomes in mastery of the principles and skills, the critiques demonstrate the degree to which students can explain and analyze both their own and others' work in relation to traditional and contemporary art concepts.

(4) All art majors are required to take Survey of Art I, which covers the period indicated. They demonstrate their knowledge of the monuments and periods through testing that includes identification of relevant slide and digital images.

(5) All art majors are required to take Survey of Art II, which covers the period indicated. They demonstrate their knowledge of the monuments and periods through testing that includes identification of relevant slide and digital images.

B.A./B.S.

Art History

(1) All art majors are required to take Survey of Art III, which covers the period indicated. They demonstrate their knowledge of the monuments and periods through testing that includes identification of relevant slide and digital images and writing assignments.

(2) In addition to completing the three art history survey courses, all art history majors are required to take advanced level coursework in the following periods: Ancient/Medieval; Renaissance/Baroque; Modern/Contemporary; and American. They demonstrate their knowledge of the monuments and periods through testing that includes identification of relevant slide and digital images and writing assignments.

(3) All art history includes the study of the social and historical context of art. The learning outcomes connected to this context are part of the teaching and are assessed by means of examinations and writing assignments. In addition, art history majors are required to study at least 12 hours of one foreign language, take 9 hours in English and history, and do elective coursework of at least 15 hours in such fields as anthropology, English, history, music, philosophy, and theater.

(4) All art history majors are required to take at least twenty-four hours of advanced level art history courses. Normally, these courses are seminars, which require significant research and writing components. These projects are closely monitored and evaluated by art history faculty members well-trained in this kind of assignment. In addition, art history majors are required to take Art 290, Art History Research and Professional Skills, which trains them in the specifics of art historical inquiry and professional practice and assesses their abilities in this discipline through assigned research projects.