

Department of Visual Arts  
Senior Assessment 2012  
Submitted June 21, 2012

## DEPARTMENT OF VISUAL ARTS SENIOR ASSESSMENT REPORT ACTIONS TAKEN AS A RESULT OF ASSESSMENT

Area: **Art History**    Number of students assessed: 4    Date submitted: 5-11-12

### 1. Outcomes reviewed:

**Scholarship:** *All undergraduates will develop and demonstrate advanced habits of academic inquiry and creativity through the production of a body of artistic, scholarly or community-based work intended for public presentation and defense.*

Within the area of **Scholarship**, particular attention was directed toward the measures within the Communication Ability and the Intellectual Ability section of the Senior Review Form:

- A. **Oral and Written-** with the measures: (1) Professional standards in discipline and (2) High degree of competency in analytic and research ability, critical thinking and art-historical awareness.
- B. **Reason and Integration-**with the measure: Demonstrate importance of intellectual, conceptual and skill-based processes in developing a body of work.

**Vocation:** *Using appropriate scholarly and communal resources, all undergraduates will develop and demonstrate ability to articulate reflectively the purposes of their life and proposed work through the language of vocation. In collaboration with the university community, students' developing vocational plans will exhibit appreciation of the fullness of human life, including its intellectual, ethical, spiritual, aesthetic, social, emotional, and bodily dimensions, and will examine both the interdependence of self and community and the responsibility to live in service of others.*

Within the area of **Vocation**, particular attention was directed toward the measures within the Professionalism section of the Senior Review Form:

- A. **Commitment**—with the measures: (1) Level of commitment in discipline and (2) Quality of Work Overall—and
- B. **Synthesis**—including (1) Visual presentation of research and paper and (2) Understanding of the discipline.

These outcomes were assessed in the Spring 2012 term in the context of four December graduating seniors who participated in the VAH 485 Art History Seminar. The Seminar focused individual research on art historical topics that led to an eight-page research paper and a professional presentation of the research by each senior student at the UD Stander Symposium at Kennedy Union in April of 2012.

**2. Changes made since the last time these outcomes were reviewed:** Modification was not indicated as a result of the 2011 assessment. However, the art history area faculty continue to develop course content and revise assignments that have resulted in stronger requirements for multiple drafts of the research paper, multiple practice presentations to various audiences, and more rigorous review of PowerPoint presentations. To support reflection upon vocation in the VAH485 Art History Professional Seminar, students researched their particular field, current career possibilities, avenues for entering the career path, and the development of curriculum vitae appropriate to their aspirations.

**3. What prompted those changes?** A concerted focus on assisting students in preparing graduate level research papers and presentations as well as a focus on preparing them to advance professionally in the field upon graduation. Were the changes effective? Yes, the level of presentation and written work for each student was strong. All students presented a curriculum vitae or resume and a prospectus outlining conferences, national professional associations and publications that discussed their selected career path.

4. **After reviewing the assessment results, the department/program/unit has decided to:** stay the course to provide the best possible art history education to its majors.

Department of Visual Arts Senior Outcomes

**After working with particular outcomes the department program has decided to:**

c. Keep the wording of the outcomes and keep the same measures.

Comments: At this time we believe that the outcomes work well in providing us with adequate information on our students.

## DEPARTMENT OF VISUAL ARTS SENIOR ASSESSMENT REPORT ACTIONS TAKEN AS A RESULT OF ASSESSMENT

Area: **Art Education** Number of students assessed: 4 Date submitted: 5-11-12

### 1. Outcomes reviewed:

**Scholarship:** All undergraduates will develop and demonstrate advanced habits of academic inquiry and creativity through the production of a body of artistic, scholarly or community-based work intended for public presentation and defense.

**Vocation:** Using appropriate scholarly and communal resources, all undergraduates will develop and demonstrate ability to articulate reflectively the purposes of their life and proposed work through the language of vocation. In collaboration with the university community, students' developing vocational plans will exhibit appreciation of the fullness of human life, including its intellectual, ethical, spiritual, aesthetic, social, emotional, and bodily dimensions, and will examine both the interdependence of self and community and the responsibility to live in service of others.

These outcomes were assessed in the Spring 2012 term in the context of four graduating seniors who participated in the Senior Portfolio and Student Teaching Seminars. The Seminars focused individual research on art education pedagogies; state standards for K-12 teaching and lesson plan development. This work resulted in the preparation of a professional teaching portfolio and a professional presentation of the research by each senior student to department faculty and teaching professionals in April of 2012.

Art education seniors also participated in a series of professional development workshops throughout Spring 2012. Seniors discussed with visiting educators a range of topics concerning classroom management, lesson plan development and portfolio preparation.

2. **Changes made since the last time these outcomes were reviewed:** None

3. **What prompted those changes?** Were the changes effective? NA

4. **After reviewing the assessment results the department has decided to:**

b. Monitor the results and investigate causes; we plan to make changes in the future; we don't have enough information to make an informed decision yet-

Department of Visual Arts Senior Outcomes

**After working with particular outcomes the department program has decided to:**

Keep the wording of the departmental outcomes as is and keep the same measures

Comments:

The art education area is undergoing significant faculty change over this past year (2011-2012) and into this next year (2012-2013). The department chair will work closely with incoming art education faculty to strengthen professional development and preparedness amongst our students in this area.

## DEPARTMENT OF VISUAL ARTS SENIOR ASSESSMENT REPORT ACTIONS TAKEN AS A RESULT OF ASSESSMENT

Area: **BA in Visual Arts** Number of students assessed: 2 Date submitted: 5-11-12

### 1. Outcomes reviewed:

**Scholarship:** *All undergraduates will develop and demonstrate advanced habits of academic inquiry and creativity through the production of a body of artistic, scholarly or community-based work intended for public presentation and defense.*

Within the area of **Scholarship**, particular attention was directed toward the measures within the Communication Ability and the Intellectual Ability section of the Senior Review Form:

- C. **Oral and Written-** with the measures: (1) Professional standards in discipline and (2) High degree of competency in analytic and research ability, critical thinking and art-historical awareness.
- D. **Reason and Integration-**with the measure: Demonstrate importance of intellectual, conceptual and skill-based processes in developing a body of work.

**Vocation:** *Using appropriate scholarly and communal resources, all undergraduates will develop and demonstrate ability to articulate reflectively the purposes of their life and proposed work through the language of vocation. In collaboration with the university community, students' developing vocational plans will exhibit appreciation of the fullness of human life, including its intellectual, ethical, spiritual, aesthetic, social, emotional, and bodily dimensions, and will examine both the interdependence of self and community and the responsibility to live in service of others.*

Within the area of **Vocation**, particular attention was directed toward the measures within the Professionalism section of the Senior Review Form:

- A. **Commitment**—with the measures: (1) Level of commitment in discipline and (2) Quality of Work Overall—and
- B. **Synthesis**—including (1) Visual presentation of research and paper and (2) Understanding of the discipline.

These outcomes were assessed in the Spring 2012 term in the context of two graduating seniors who participated in the VAR 495 Senior Project Seminar and VAR496 Senior Project, Presentation & Paper. The Seminar focused individual research on interdisciplinary topics that connect artistic careers with related fields. The research led to an eight-page research paper and a professional presentation in the form of an exhibit of images and text at the UD Stander Symposium at the Marianist Hall Commons Area in April of 2012.

**2. Changes made since the last time these outcomes were reviewed:** No modifications indicated yet, as these are the first two graduates in the BA in Visual Arts degree program. The art and art history faculty will develop CAP-related course content and assignments that direct students towards interdisciplinary work in the degree program. Faculty continue to create varied internship opportunities for this major and continue to encourage students to consider the Arts Administration Minor as part of their program of study. To support reflection upon vocation, students research their particular fields of interest, current career possibilities, avenues for entering the career path, and the development of curriculum vitae appropriate to their aspirations.

**3. What prompted those changes?** The department is creating a concerted focus on assisting students in preparing graduate level research papers and presentations as well as a focus on preparing them to advance

professionally in the field upon graduation. All students presented a curriculum vitae or resume and a prospectus outlining conferences, national professional associations and publications that discussed their selected career path.

**4. After reviewing the assessment results, the department/program/unit has decided to:** stay the course by individually mentoring students towards a dual major or a strong major/minor and to create significant professional development opportunities.

Department of Visual Arts Senior Outcomes

**After working with particular outcomes the department program has decided to:**

c. Keep the wording of the outcomes and keep the same measures.

## DEPARTMENT OF VISUAL ARTS SENIOR ASSESSMENT REPORT ACTIONS TAKEN AS A RESULT OF ASSESSMENT

Area: **Fine Arts** Number of students assessed: 5 Date submitted: 5-25-12

### 1. Outcomes reviewed:

**Scholarship:** All undergraduates will develop and demonstrate advanced habits of academic inquiry and creativity through the production of a body of artistic, scholarly or community-based work intended for public presentation and defense.

**Vocation:** Using appropriate scholarly and communal resources, all undergraduates will develop and demonstrate ability to articulate reflectively the purposes of their life and proposed work through the language of vocation. In collaboration with the university community, students' developing vocational plans will exhibit appreciation of the fullness of human life, including its intellectual, ethical, spiritual, aesthetic, social, emotional, and bodily dimensions, and will examine both the interdependence of self and community and the responsibility to live in service of others.

### 2. Changes made since the last time these outcomes were reviewed: None

### 3. What prompted those changes? Were the changes effective? NA

### 4. After reviewing the assessment results the department/program/unit has decided to:

b. Monitor the results and investigate causes; we plan to make changes in the future; we don't have enough information to make an informed decision yet-

c. Make changes (list below):

The fine arts area implemented these requirements/changes for this year:

Seniors were required to participate in annual fine arts student reviews. This was something that didn't happen this year, but will in the future. This review will be conducted prior to any public presentation or their group/thesis exhibitions.

- Seniors were required to participate in public presentations about their scholarship/vocation.
- Seniors were required to participate in a public thesis group exhibition in addition to the senior exhibition held in the Department of Visual Arts Gallery. However, the fine arts area plans to review senior artwork prior to submission to these exhibitions. This will ensure that the work created is of the highest caliber and presented in a professional manner.

Department of Visual Arts Senior Outcomes

**After working with particular outcomes the department program has decided to:**

Keep the wording of the departmental outcomes as is and keep the same measures

Comments: As of this moment we feel that the two outcomes work well in providing us with adequate information on our students.

## DEPARTMENT OF VISUAL ARTS SENIOR ASSESSMENT REPORT ACTIONS TAKEN AS A RESULT OF ASSESSMENT

Area: **Photography** Number of students assessed: 6 Date submitted: 5-14-12

### 1. **Outcomes reviewed:**

Senior assessment is conducted through the assessment of student's completion of the capstone VAP 498 and VAP 499. This includes a photographic thesis project, thesis paper, public exhibition of thesis work, and a public presentation through the Stander Symposium. In addition, there are requirements related to professional development associated with the major e.g. resume, letter of interest, etc.

**Scholarship:** All undergraduates will develop and demonstrate advanced habits of academic inquiry and creativity through the production of a body of artistic, scholarly or community-based work intended for public presentation and defense.

**Assessment:** Collectively seniors were assessed at the low to mid range of average, with one student in the above average. The overall quality of the final portfolio, as well as written materials and public presentation, were reflective of this assessment. Students lacked writing and research skills needed for completion of the required thesis paper as it relates to their thesis project, as well as skills needed to create artwork/photographs of substance and quality. The one student who did demonstrate a strong interest in the major and engaged in interesting research and production had difficulty in the written component of the course.

**Practical Wisdom:** All undergraduates will develop and demonstrate practical wisdom in addressing real human problems and deep human needs, drawing upon advanced knowledge, values, and skills in their chosen profession or major course of study. Starting with a conception of human flourishing, students will be able to define and diagnose symptoms, relationships, and problems clearly and intelligently, construct and evaluate possible solutions, thoughtfully select and implement solutions, and critically reflect on the process in light of actual consequences.

**Assessment:** Collectively students were assessed at the low to mid range of average. Students lacked the necessary skill set for thoughtful written inquiry into their, as well others, art/photographic work. Technical investment in the production of photographs as well as an understanding for the needed high level of professionalism was lacking.

### 2. **Changes made since the last time these outcomes were reviewed:**

All foundation photography courses have added a written component to course work. The area is working to strengthen technical and research expectations for all courses in photography with particular attention given to the written and studio work for capstone courses. The area is reviewing all course offerings.

### 3. **What prompted those changes? Were the changes effective?**

Review of the 2010 and 2011 assessment. Still working to implement and looking to be more proactive in 2012.

### 4. **After reviewing the assessment results the program has decided to:**



**Scholarship:** Students continue to not take advantage of professional development opportunities offered through the department; gallery openings, visiting artist's presentations, job panels, field trips, etc., all were poorly attended by students majoring in photography. For 2012/13 the area will make such events mandatory and a consideration in student's final grade, as well assign readings and a written component associated with these activities. This will begin in the first year Foundation Photography courses but will be of particular importance in the capstone courses.

The area has increased class meeting times to 2hrs and 15 min twice a week (contact hrs 4.5 hrs) starting in the fall and the department will be reviewing all department foundation course offerings with photography working to align with the other areas.

A major challenge has been the lack of a full-time tenure line faculty presence in Photography for the last three years. Beginning in the spring of 2012 the area had two full-time faculty teaching in the area. In the fall of 2012 full-time faculty will deliver Foundation as well as Senior Capstone courses. The department will conduct a search for a full-time tenure line faculty member in the fall of 2012.

**Practical Wisdom:** Will implement in the first year research and creative projects that address these outcomes. Will work to make this progressive in nature working up to a full understanding by the student's senior year.

The Comments:

Found these two outcomes to be very relevant to students. Work continues on making students recognize the importance of these skill sets.

Department of Visual Arts Senior Outcomes

**After working with particular outcomes the department program has decided to:**

Keep the wording of the departmental outcomes as is and keep the same measures.

Comments:

The two outcomes work well in providing an adequate assessment of VA students. Will need to continue to address outcomes in classroom and curriculum to strengthen student understanding of the relevance of the PW outcome. The importance of the Scholarship outcome is clearly understood by students. Would recommend a stronger writing and research component in art history course work, which would be clearly understood as transferable to studio courses and personal creative works by students.

## DEPARTMENT OF VISUAL ARTS SENIOR ASSESSMENT REPORT ACTIONS TAKEN AS A RESULT OF ASSESSMENT

Area: **VCD** Number of students assessed: 33 Date submitted: 5-30-12  
(26 BFA Graphic Design, 1 BFA Computer Imaging and 6 BA Graphic Design)

### 1. Outcomes reviewed:

**Scholarship.** Particular attention is directed toward the measures within the *Professionalism* section of the Senior Review Form. The evaluation of *Professionalism* consists of the sub-sections:

- A. Commitment—with the measures: (1) Level of commitment in discipline and (2) Quality of Work Overall—and
- B. Synthesis—including (1) Visual presentation of portfolio and paper and (2) Understanding of discipline.

**Practical Wisdom.** Particular attention was directed toward the measures within the *Intellectual Ability* section of the Senior Review Form. The evaluation of *Intellectual Ability* consists of the sub-sections:

- C. Problem Solving—with the measures: (1) Originality and Invention and (2) Research—and
- D. Reason and Integration—including (1) Conceptual and Formal Resolution and (2) Evolution and Development.

Senior Review/evaluation is primarily conducted through the Visual Communication Design Senior Portfolio event and VCD faculty discussions of the presentations and represented work. Particular attention is paid to the visual portfolio; the verbal presentation of said portfolio; and the professional papers (resume and cover letter) submitted by the senior.

### 2. Changes made since the last time this outcome was reviewed:

REGARDING SCHOLARSHIP:

Significant modification was not indicated as a result of the 2011 assessment. The VCD area faculty is engaged in continuing development of course content and revised requirements toward stronger *digital* representation of the student's body of work (i.e., electronic representation of printed *and* digital work). The changes and this material are manifest, primarily, in the VAD498 (Professional Seminar) and VAD499 (Portfolio and Paper) capstone experience courses, although the methods and processes utilized are being consciously modified in *all* VCD courses so as to support the modifications.

While there was a significant increase in the skill level for web and other screen-based digital representation among our 2012 seniors, the affect of program revisions (requiring Web Design; see note under "comments" following item 4 below) will not be fully felt until the 2015 graduates. The faculty have strongly encouraged all VCD students (including projected 2013 and 2014 grads) to participate in coursework to strengthen these skills.

REGARDING PRACTICAL WISDOM:

Significant changes were not indicated in the 2011 assessment. A notation in both the 2010 and 2011 assessment regarding generally lower scores among Computer Imaging concentration students (compared to Graphic Design) continues to hold true. The VCD area, has for the past two years, engaged to "monitor the results and investigate causes" with regard to *practical wisdom* and the Computer Imaging concentration.

**3. What prompted those changes? (previous assessment results, discussions with colleagues, etc.) Were the changes effective?**

REGARDING SCHOLARSHIP:

The VCD area has been responding to a need for more portable/flexible methods of presentation, resultant of a changing market for young designers and a necessity for representation of the student's work to be sent long distances (a dimensional print portfolio is impractical) and to multiple destinations (often simultaneously). The portfolio product has evolved significantly in 2012 to incorporate digital representation and more compact, portable printed presentations.

REGARDING PRACTICAL WISDOM:

Significant changes were not indicated in the 2011 assessment. Observations regarding the Computer Imaging concentration have led toward action to eliminate the concentration.

**4. After reviewing the assessment results the department has decided to:**

B. Monitor the results and investigate causes; we will continue to modify and enhance course content in the future and this may necessitate alterations to assessment criteria; at this point significant amendment is not indicated (see comments below).

C. Make changes (see comments below).

Comments:

REGARDING SCHOLARSHIP:

The VCD faculty believes that remarkable changes are not indicated at this time. However, as before, we will continue to develop all course content and impose requirements that result in stronger *digital* representation of and within the student's body of work. Additionally, a trend toward more compact printed representation (driven more by student desire and need than by curriculum) will be monitored and evaluated. As stated above, this may result in amended review and assessment criteria.

In the Spring of 2011 the AAC approved changes to the VCD curriculum that will, ultimately, have a major impact on VCD graduates. *Web Design* is required for all VCD students who entered the program in the Fall of 2011. Graduates of the class of 2015 will all have been required to take *Web Design* in their junior year. This will go far toward equipping these graduates toward the development of electronic or web-based work and portfolios. This has required all VCD courses' content to be evaluated and modified—a process that is active and ongoing.

REGARDING PRACTICAL WISDOM:

The VCD area, in 2011/2012, continued to “monitor the results and investigate causes” with regard to *practical wisdom*, intellectual ability, and the Computer Imaging concentration. Other issues have hindered the Computer Imaging concentration—such as enrollment numbers (2 graduates in 2010, 1 in 2011, 1 in 2012 and total remaining majors estimated at 2).

The VCD area and the Department took action in the Spring of 2012 to eliminate the Computer Imaging concentration. The Academic Affairs Committee approved these changes in April of 2012. Effective in the Fall of 2012, VCD majors will no longer have the option of Computer Imaging, allowing the area to focus on its strength in Graphic Design.

As a side note, Visual Communications Design has been renamed Graphic Design, effective Fall 2012.

NOTE REGARDING SENIOR EVALUATIONS AND ASSESSMENT:

In 2011 and 2012, overall, VCD noted lower evaluations of its seniors (in all measures). Considering the measures and outcomes addressed in this report:

In “professionalism” (used as the primary measure for the *scholarship* outcome), we saw a 3.5% decline in student performance (2011 compared to 2010) and a 9% decline this year (2012 compared to 2010). Among the “intellectual ability” measure scores (*practical wisdom*) we observe a 3% decline in 2012 (compared to an 8% decline in 2011).

VCD views these figures as somewhat troubling. Especially when considering a general view that the class of 2012 was a very strong group.

Several factors may be at work.

Factor 1: The class of 2012 was significantly (150%) larger (33 graduates in May 2012 compared to 21 in 2011). While we observe a large number of highly accomplished students, approximately 18% (6 of the 33) were reviewed at a level considered below average (below 6.5 of 12). While this percentage is unacceptable, it may bring in to question this large fluctuation of enrollment, and the ability to sustain quality students. In 2012-2013, VCD will be extra diligent in our efforts to sustain quality instruction.

Factor 2: 6 of the 33 (18%) graduates were in the VCD Bachelor of Arts major. This is significantly higher than 2011 (5%). BA students are traditionally weaker since they engage in almost half of the specialized studies of the BFA students. A different evaluation and assessment may be indicated, but as this is the last year of the VCD BA degree, this would seem of little merit.

Factor 3: The Senior Review this year was conducted by 2 of 4 full-time faculty in VCD (last year 4 faculty engaged in this). While this was seen as more than adequate (there is no requirement that all faculty participate), it may account for somewhat lower review and assessment numbers.

VCD prides itself on moving the program forward and increasing (at the very least: maintaining) the level of excellence. It is our view that the assessment goals should remain unchanged. The faculty, however, intends to actively engage in discussions and potential modifications to its curriculum and course content, and to monitor student performance closely. We will pay particular attention to the level of these scores in next year’s evaluations

Department of Visual Arts Senior Outcomes

**After working with particular outcomes the department program has decided to:**

Keep the wording of the departmental outcomes as is and keep the same measures.