

# **School of Art and Design Assessment Plan**

**Spring 2005**

## **School Profile**

The School of Art and Design offers four program areas: graphic design, studio art, art history, and art education. These programs offer professional courses within the BA, BFA, and MFA degrees to train and educate art and design majors. The programs of study at the School of Art and Design demand from each student the self-discipline needed to expand options while pursuing a chosen direction. Many entering students have not yet identified the art discipline in which they wish to develop their strength. Others enter the school with a clear professional direction. During the first year of study, the Foundation curriculum develops technical skills. These fundamental skills provide the basis for the development of understanding and creating art forms. The same professional faculty members who teach advanced art courses teach these fundamental skills. The Bachelor of Arts in Art degree offers emphasis in either art history or studio for students interested in a liberal arts approach to art study. The Bachelor of Fine Arts in Art (art education, ceramics, painting/drawing, printmaking, sculpture) and the Bachelor of Fine Arts in Graphic Design offers professional preparation for careers in the visual arts. For students interested in obtaining the terminal degree for studio art and teaching in higher education, the School offers the Master of Fine Arts in Art – Studio Art Emphasis. The School of Art and Design has the largest enrollment of undergraduate majors in the College of Fine Arts.

## **Mission Statement**

Students who complete courses in the School of Art and Design at Wichita State University will receive high quality instruction through classroom and studio activity and through internships in the work place.

Students will develop professional and cultural knowledge within the context of the visual arts. To that end they will have a basic knowledge of the theory and philosophy of Art and a consequent understanding of the skills and visual language necessary for development in the creative process. These skills will prepare students for successful and productive careers and/or further education in the various disciplines of art and design.

## **School of Art and Design Learning Objectives: Undergraduate**

Students who successfully complete undergraduate degrees administered by the School of Art and Design will demonstrate:

1. a basic knowledge and appreciation of the theory, history and philosophy of art through written and oral reviews, exhibitions and research papers.
2. an awareness and understanding of their own cultural heritage and that of other cultures

3. a working knowledge of art criticism through the analysis and evaluation of the students own work or that of other artists.
4. an understanding of the visual language of art through the application of the elements and principles of art and design.
5. skills and knowledge to appropriately utilize technology in their discipline.
6. evidence of concentrated experience in studio art or graphic design and of development in their creative process.
7. the appropriate skills and knowledge to pursue a productive career or further education in their discipline.

### **Administration of the Assessment Plan Participants, Evaluators and Procedures**

#### **Freshman Year:**

Students are admitted into the School of Art and Design my self selection. If they meet the entrance requirements of the university, they may elect to become an art and design major. The first year of courses are not elective. Enrollment to the Foundation Studies Program is restrictive. Students are required to complete *ART F 102, 103, 136, 137, 145, 146, and 189*, completion of the General Education Basic Skills requirements (*ENGL 100 or 101, ENGL 102, COMM 111. and Math 111 or 132*), and the Completion of, or concurrent enrollment with, *Art H 121 and ART 122, Survey of Art History I and II* before they apply for *ART 202 Sophomore Review*.

#### **Sophomore Year: Sophomore Review Assessment**

Transfer students with 60 hours and Foundation requirement deficiencies must complete course deficiencies no later than two semesters following entry.

All majors in programs administered by the School of Art and Design must take *ART F 202 Sophomore Review*. In the context of these classes specific measures of undergraduate Foundation Studies competencies will include the following:

1. evaluation of research papers written in *ART F 102 Introduction to Art and Design, ART H 121 Art History Survey I, and ART H 122 Art History Survey II*.
- 2) review of portfolios prepared for *ART F 202*.

The School of Art and Design assessment committee will also implement indirect measures of Foundation Studies student competencies. These will include a record of student competitive activity and alumni surveys.

Evaluation of assessment material will be implemented by the School Assessment Committee. This committee will be comprised of the school chair and one faculty member

from each major area of study within the school: Art History, Studio Art, Graphic Design and Art Education. Faculty review teams will evaluate data from each of the measuring instruments. This committee will also monitor the assessment process and make recommendations for modifications to the assessment procedure (Attachment A, page 9).

### **Junior Year: Graphic Design Junior Review and Advanced Studio Portfolio Review**

The Graphic Design Junior Portfolio Review determines when the design student continues in the graphic design program with senior level courses. Guest reviewers from the professional advertising design business community evaluate student presentations and communicate their impressions of the work to design faculty. The portfolio must be presented by the student in a professional manner to the review panel. When students do not pass the review, they do not continue within the design major (Bachelor of Fine Arts in Graphic Design) until they demonstrate an improvement in the quality of their work (Attachment B, page 10).

The Advanced Studio Art Portfolio Review provides faculty with an opportunity to view junior level work from several media areas within studio art. The process is not as formal as the Graphic Design Junior Portfolio Review. Media area faculty (ceramics, painting/drawing, printmaking, sculpture) meet during the second junior semester to question the aesthetic direction of student work presented for review. Progress in meeting all of the course work required for senior level studio projects is also reviewed (Attachments C, page 11 & D, page 12).

### **Junior Year: Special Reviews**

Selected students participate in the Cooperative Education Program and School of Art and Design internships. Students in the graphic design program most often work for advertising design, applied photography, and commercial display companies. Visual art students have been provided professional learning experiences at art galleries, arts councils, art centers, and apprenticing under master artists and craftsmen. Art history students have interned at the Ulrich museum of Art, the Wichita Art Museum and the Wichita Center for the Arts. These programs provide non-university mentor evaluation of performance that enhances the range of review for student. The grades submitted for this course work are made after consultation with the off-campus sponsors of the coop and internship experiences (Attachment E, page 13).

### **Senior Year: Graphic Design Senior Terminal Project**

The Senior Terminal Project course is offered each semester and is a graduation requirement for all student completing the Bachelor of Fine Arts in Graphic Design degree. During the first semester the student researches a hypothetical design problem. The student then submits a written proposal, which must be approved by faculty, which serves as a contract for the student to successfully complete. Students in the second senior semester present a graphic solution to their hypothetical design problem to a panel of graphic design faculty (Attachment F, page 14).

## **Senior Year: Assessment Development**

The studio art area faculty are discussing the possibility of requiring a senior capstone studio project and a graduation exhibition for all Bachelor of Fine Arts in Art – Studio Art Emphasis degree candidates.

## **Post Degree Assessment: Alumni Survey**

A new alumni survey has been developed following the guidelines of the National Association of Schools of Art and Design. This survey would be sent to all alumni (Bachelor or Masters) to obtain information on their career development and their opinion of their Wichita State University education in meeting their career goals (Attachment G, page 15).

## **Art History Program Assessments**

### **Art History Learning Objectives:**

Students who successfully complete the Bachelor of Arts in Art – Art History Emphasis degree will demonstrate:

1. Knowledge of monuments and principal artists of all four periods of Western art (Ancient, Medieval, Renaissance/Baroque, Modern), plus Asian.
2. An understanding of world art of the 20<sup>th</sup> and 21<sup>st</sup> centuries.
3. Ability to respond to a work of art employing methods of formal analysis.
4. Knowledge in greater depth and precision in one or two areas of concentration in the history of art.
5. Familiarity with various theoretical positions relevant to creative processes, historical processes and aesthetics in the history of art.
6. Familiarity with specific issues, theoretical positions and bibliographies relevant to the student's area(s) of concentration.
7. Ability to work in areas of connoisseurship, iconography and iconology.
8. Familiarity with and ability to employ basic materials of scholarly research including the internet, data bases, exhibition catalogues, scholarly journals and collective dictionaries.
9. A proficiency in at least one foreign language to support research through the reading of primary source materials.

### **Assessment Procedures in Art History:**

In each of the required art history courses each major will four or more in-class, one hour written (essay) exams in response to specific questions based on comparisons between periods of art history. In each intermediate and advanced course, the student will complete an article-length (10-20 pp) research paper. An oral exit examination is required which includes areas of research and proficiency in foreign language.

## **Art Education Program Assessment**

### **Art Education Program Profile**

Competence in basic studio skills is emphasized in the Bachelor of Fine Arts in Art – Art Education Emphasis. In addition to the common core of studio skills and general studies, the student electing a career in teaching develops competencies in professional education and in specific studio areas. The professional education component is dealt with in a practical context, relating the learning of educational theories and strategies to the student's day-by-day artistic experiences. Students are provided opportunities for various types of teaching and directed observation through the period of undergraduate art education study.

In addition to meeting the University's scholastic, residence, and general education requirements for graduation, candidates for the BFA must complete the Foundation Studies Curriculum (19 hours), art history (15 hours), Art Distribution Electives (9 hours), Art specialization (9 hours), Art Education Concentration (24 hours), and professional education courses (32 hours). Courses within the art education curriculum fulfill both the University General Education requirements for graduation and preparation for Kansas Licensure for teaching art in the elementary and secondary levels

### **Student Teaching:**

Admission into the student teaching year requires senior standing (90 hours or 200 credit points); a minimum cumulative grade point average of 2.500 and 2.500 in art courses at the time of application for student teaching; a grade of C or better in College Algebra; a grade of C or better in English Composition (ENGL 101 and 102 or its equivalent); a grade of C or better in oral communication; completion of curriculum and instruction and art education prerequisites; satisfactory physical examination; and recommendation by the art education program following a formal interview. Admission to teacher education is determined early in the students' program. Students must apply for student teaching by midterm of the fall semester prior to the student teaching year. Graduates of the program applying for teacher licensure in Kansas are required to complete the Principles of Learning and Teaching (PLT) examination as established by the Kansas State Department of Education in order to qualify for their initial teaching experience.

### **Art Education Assessment Documents:**

Assessments in students teaching and classroom observations are structured by the College of Education for all students applying for licensure. Comparative data has not yet been developed for this state wide plan started in 2004.

## School of Art and Design Learning Objectives: Graduate

### Mission Statement

The School of Art and Design offers the sixty hour, three year terminal degree for studio art. The Master of Fine Arts in Art – Studio Art Emphasis was established using the guidelines of the National Association of Schools of Art and Design. The purpose of this degree is to prepare students for professional practice in the creation of works of art, the application and transmission of knowledge about works of art, and their interrelationships with other artists, the field of visual art and other aspects of culture. A significant number of individuals who earn the Master of Fine Art in Art are, or will be, engaged in teaching at some point during their professional careers. Others will be practicing artists within the world of business, either as independent artists/designers or as participants in larger organizations in the applied arts.

### Program Objectives

1. To admit each year the best qualified students who possess the potential for successful completion of the **M.F.A.** degree program.
2. To meet or exceed the **Wichita** State University average (87%) of faculty with terminal degrees as the benchmark for graduate faculty in the **M.F.A.** program.
3. To require graduate faculty to pursue scholarly activities in creative research, exhibiting, publishing, teaching and service that contribute to the development of the visual arts.
4. To meet or exceed the graduation rates set by the Kansas Board of Regents.
5. To establish program evaluation instruments to determine the satisfaction level of current and past graduate students.
6. To review equipment and maintenance of each studio/laboratory to provide graduate students with maximum opportunities in pursuing creative art research

### Educational Student Outcomes:

1. Students will develop a mastery of techniques and related knowledge in one of the following studio art: ceramics, painting/drawing, **printmaking**, and sculpture.
2. Students will develop professional competence in the **dissemination** of knowledge, including logical, clear verbal and written presentation of aesthetic ideas in teaching and other contexts.
3. Students will demonstrate the ability to conduct independent research and present a plan for a creative project within the content of the subject.

4. Students will complete a final graduation project which receives a accomplished evaluation from the graduate faculty committee.

### **Assessment of Program Objectives:**

1. After reviewing the application of each student, the graduate faculty ranks the applicants using the admission and achievement criteria as stated in the Graduate Catalog. Each finalist is required to have a 3.25 overall grade point average for their last 60 undergraduate credit hours and must submit a slide portfolio of 15 artworks which provides evidence of artistic accomplishment. Finalists are interviewed by telephone to verify the interest and desire to pursue graduate level academic study in studio art. The final recommendation to offer admission to the MFA program, and possibility an assistantship, is decided by the entire graduate faculty.
2. Each graduate student is mentored by graduate faculty for three semesters as they assist in undergraduate art courses and for three semesters while they are instructor-of-record in the Foundation Program Studies and studio art specialty areas. As part of the instructional experience, graduate students must demonstrate excellent communication skills in verbal, written and interpersonal teaching activities. Through graduate seminars and reviews, students must demonstrate the visual, verbal and written communication skills required of professional successful artists.
3. Each graduate student is required to pass the *Professional Practices* course to prepare them with the challenges of responsibilities of professional business practices.
4. Data gathered from Faculty Activity Update Reports have determined that faculty activities in all areas are highly competitive when compared with arts faculty in the Kansas Regent University System and peer institutions.

### **Assessment of Educational Student Outcomes:**

1. In the first three semesters of graduate coursework, each student receives monthly verbal evaluation from student peer groups. The peer critique provides a broad range of opinions for the student to consider. Students must then schedule individual reviews with the graduate faculty to present a creative research plan using some of the recommendations of the peer group.
2. In the final three semesters, the student utilizes observed methods from the assisting semesters to become an instructor-of-record. At each twice a month meetings with graduate faculty, areas are identified for improvement in teaching methods and to recognize achievement among GTA instructors. Faculty often observe GTA instructors in unscheduled visitations to their classrooms to assist in the evaluation successful teaching. During this time period, students receive a semi-annual evaluation of their process in achieving excellence in their studio art work (Attachment H, page 19).
3. The traditional graduate committee organized to evaluate the final project provides each student with an assessment of the educational objectives stated in the written proposal. Students who fail this review must repeat the final project course to continue in the MFA program (Attachment I, page 20).

4. After the successful oral defense of the terminal exhibition project, each candidate is scored on the level of excellence in the performance of the review (Attachment J, page 21).
5. A survey has been developed to assess the success of the preparation of students for the professional demands of the visual art field. Surveys will be sent out to graduated students at the three year period (Attachment E, page 13).
6. Assessment of the Undergraduate Alumni Survey, FY-05, FY-03 (Attachment K, page 22).
7. Assessment of the Graduate Alumni Survey, FY-05, FY-03 (Attachment L, page 24).
8. Review of the Assessment Plans (Attachment M, page 26).



**SOPHOMORE REVIEW ASSESSMENT FORM**  
**School of Art and Design**  
**College of Fine Arts**

NAME: \_\_\_\_\_ STUDENT ID#: \_\_\_\_\_

REQUESTED MAJOR: \_\_\_\_\_

SEMESTER: \_\_\_\_\_ DATE : \_\_\_\_\_

FACULTY REVIEWER (Please Print): \_\_\_\_\_

1. Student's Technical Competence in the Medium:

2. Student's Understanding of the Formal Aspects of the Medium:

3. Student's Conceptual Understanding and Personal Creative Expression:

4. Student's Sense of Commitment to Artmaking;

5. Student's Creative Potential:

FACULTY SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

**GRAPHIC DESIGN JUNIOR PORTFOLIO SUMMARY**  
**School of Art and Design**  
**College of Fine Arts**

	<u>Fair</u>			<u>Excellent</u>	
Presentation of Work	1	2	3	4	5
Personal Appearance	1	2	3	4	5
Verbal Communication	1	2	3	4	5
Creativity - quality and awareness of Contemporary trends	1	2	3	4	5
Composition and Layout Skill	1	2	3	4	5
Use of Typography - sensitivity and sensibility	1	2	3	4	5
Drawing/Marker/Illustration Skills	1	2	3	4	5
Production Skills	1	2	3	4	5
Handskills	1	2	3	4	5
Color Sensitivity	1	2	3	4	5
Photography/Media Skills	1	2	3	4	5

JUROR'S NAME: \_\_\_\_\_

**ADVANCED STUDIO PORTFOLIO REVIEW ASSESSMENT FORM**  
**BFA in Art, Studio Art Emphasis Program School of Art and Design College of Fine Arts**

Student: \_\_\_\_\_ Major: \_\_\_\_\_

Date of Review: \_\_\_\_\_ Reviewer: \_\_\_\_\_

NOTE TO REVIEWER. Following are the objectives developed for the assessment of BFA students. Please use this listing as a format for your review. The student will ...

- \*\* demonstrate technical competence, formal understanding, and personal creative expression in one of the areas of emphasis.
- \*\* demonstrate some degree of familiarity with and competence in art disciplines other than the area of emphasis.
- \*\* demonstrate ability to resolve, mount, and display works of art in a professional manner and context.
- \*\* demonstrate ability to perceive and utilize the non-verbal language of art.
- \*\* demonstrate ability to organize visual phenomena and conceptualized information.
- \*\* demonstrate ability to form valid theoretical conjectures for works of art; to make valid critical assessments of their quality.
- \*\* demonstrate ability to communicate theoretical and critical information verbally and in writing.

Please assess student's current abilities.	Poor					Excellent
Technical competence	1	2	3	4	5	
Formal understanding	1	2	3	4	5	
Personal creative expression in the major	1	2	3	4	5	
Competence in art discipline outside the major	1	2	3	4	5	
Presentation of work	1	2	3	4	5	
Perception and utilization of non-verbal language of art	1	2	3	4	5	
Organization of visual phenomena	1	2	3	4	5	
Organization of conceptualized information	1	2	3	4	5	
Formulation of valid theoretical conjectures and	1	2	3	4	5	
qualitative critical assessments	1	2	3	4	5	
Verbal and written communication skills	1	2	3	4	5	

**ADVANCED STUDIO ART PORTFOLIO REVIEW**  
**BACHELOR OF FINE ARTS IN ART DEGREE, STUDIO ART EMPHASIS**  
**School of Art and Design**  
**College of Fine Arts**

ADVISOR RECOMMENDATION FORM

STUDENT NAME: \_\_\_\_\_ MAJOR: \_\_\_\_\_

STUDENT ID#: \_\_\_\_\_ PRIMARY FACULTY ADVISOR: \_\_\_\_\_

Comments on Numerical Portion of Assessment Forms:

Comments on Recommendations Recorded on Assessment Forms:

Recommendation:

STUDENT SIGNATURE : \_\_\_\_\_ DATE: \_\_\_\_\_

ADVISOR SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

**INTERNSHIP EVALUATION FORM**  
**SCHOOL OF ART AND DESIGN**  
**COLLEGE OF FINE ARTS**

Employer's Evaluation of Cooperative Student

Student: \_\_\_\_\_ Semester: \_\_\_\_\_

Employer Sponsor: \_\_\_\_\_

INSTRUCTIONS: The immediate supervisor will evaluate the student objectively, comparing him with other students of comparable academic level, with other personnel assigned the same or similarly classified jobs, or with individual standards..

RELATIONS WITH OTHERS:

Exceptionally well accepted                       Works well with others                       Gets along satisfactorily  
 Has some difficulty working with others                       Works very poorly with others

ATTITUDE - APPLICATION TO WORK:

Outstanding in enthusiasm                       Very interested and industrious                       Average in diligence and interest  
 Somewhat indifferent                       Definitely not interested

JUDGMENT:

Exceptionally mature                       Above average in making decisions  
 Usually makes the right decision  
 Often uses poor judgment                       Consistently uses bad judgment

DEPENDABILITY:

Completely dependable                       Above average in dependability                       Usually dependable  
 Sometimes neglectful or careless                       Unreliable

ABILITY TO LEARN:

Learns very quickly                       Learns readily                       Average in learning  
 Rather slow to learn                       Very slow to learn

QUALITY OF WORK:

Excellent                       Very good                       Average                       Below average                       Very poor

OVER-ALL PERFORMANCE:

Outstanding                       Very Good                       Average                       Marginal                       Unsatisfactory

What traits may help or hinder the student's advancement?

Additional Remarks (over if necessary):

(In this section please comment on personal appearance, dress and grooming.)

This report has been discussed with student  Yes  No

Employer Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_  
*(signature)*

**GRAPHIC DESIGN SENIOR TERMINAL PROJECT SUMMARY**  
**School of Art and Design**  
**College of Fine Arts**

NAME \_\_\_\_\_ SEMESTER \_\_\_\_\_

This student will demonstrate the following:

	<u>Fair</u>	<u>Excellent</u>			
A. The ability to analyze and evaluate the needs of the problem to arrive at a competent graphic communication.	1	2	3	4	5
B. Creativity – Quality of concept, awareness og timely design.	1	2	3	4	5
C. Composition and layout – ease of passage throughout the design, balance of visual weights in conjunction with use of typography, color, and image.	1	2	3	4	5
D. Use of color – amount, placement, and distribution of hue, value, and chroma.	1	2	3	4	5
E. Use of typography – sensitivity toward appropriateness of weight, style, and point size in relation to the needs of the specific project.	1	2	3	4	5
F. Print skills in photography (where used).	1	2	3	4	5
G. Drawing skills – accuracy, marker ability, illustrative ability (where used).	1	2	3	4	5
H. Handskills – quality of solution execution.	1	2	3	4	5
I. Production skills – mechanicals for printing (where used).	1	2	3	4	5
J. Production skills – video, CD, or DVD (where used).	1	2	3	4	5
K. Computer – appropriateness/facility with proper program for specific visual problem.	1	2	3	4	5
L. Cohesiveness of project components to each other (when appropriate).	1	2	3	4	5
M. Presentation of project.	1	2	3	4	5
N. Verbal communication relating to design practice, presentation and analyzation.	1	2	3	4	5

JUROR'S NAME: \_\_\_\_\_

## ALUMNI SURVEY

**School of Art and Design  
College of Fine Arts  
Wichita State University**

The National Association of Schools of Art and Design recommends that all institutions maintain records on graduates. Schools of art and Design are encouraged to use this format as a basis for developing data that focuses on their degree programs.

1. Please indicate the art and design degree(s) you received or program(s) you completed at the School of Art and Design, listing the level of the most recent degree or program first. Indicate BA for bachelor of Arts degree, BFA for Bachelor of Fine Arts degree, MA for Masters of Arts degree, and MFA for Masters of Fine Arts degree. Also, include your emphasis of studies (e.g., studio art, art history, art education, and/or graphic design), the year the degree/program was completed, and the number of years it took to complete the degree/program.

Degree/Program Level	Focus of Studies	Year Conferred	Number of years to Complete the Degree/Program	
			Years full-time	Years part-time
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

2. Please list your opinions regarding the following areas. (If you did not take classes outside the School of Art and Design, answer only parts 1 and 2 of this question. N.O. = No Opinion.)

	Low Quality					High Quality
Overall quality of the (name of school) school/department of art/design	1	2	3	4	5	N.O.
Quality of your specific focus of studies as identified in question 1 above	1	2	3	4	5	N.O.
Quality of (name of school) overall studies outside of art/design	1	2	3	4	5	N.O.

3. Please list the full-time art/design-related positions you have occupied since graduating from or leaving the School of Art and Design and the years in each position. (If you have never held a full-time position in art/design, please skip to question 4.)

Position	Employer, Location	Year(s) (e.g., 1999-2004)
_____	_____	_____
_____	_____	_____
_____	_____	_____

4. If you have never been employed in a full-time art/design-related position, please list the part-time art/design positions you have occupied since graduating from the School of Art and Design and the years in each position. (If you answered question 3, you should skip this question.)

Position	Employer, Location	Year(s) (e.g., 1999-2004)
_____	_____	_____
_____	_____	_____
_____	_____	_____

5. Please list your present occupation if not covered in questions 3 or 4 above.

---



---



---



---

6. Please list your opinions regarding the quality of instruction at the School of Art and Design in the following areas: (If you did not have any classes in a specified field, circle N.O. for No Opinion.)

	<b>Low Quality</b>			<b>High Quality</b>			
Foundations Program	1	2	3	4	5	N.O.	
Major Studio/Design Area	1	2	3	4	5	N.O.	
Minor Studio/Design Areas	1	2	3	4	5	N.O.	
Aesthetics and Critical Assessment	1	2	3	4	5	N.O.	
Teaching Methods/Art Education	1	2	3	4	5	N.O.	
Art/Design History	1	2	3	4	5	N.O.	
General Education/Liberal Arts/Sciences	1	2	3	4	5	N.O.	

7. Please describe any courses you think should be added for art/design majors/students at the School of Art and Design.

---



---

8. Please list any courses you were required to take that you think should not be required.

---



---

**PLEASE NOTE:** Questions 9 and 10 are only for those who undertook a senior project, capstone course, or graduate final project while at The School of Art and Design. If you did not do any of these, please skip to question 11.

9. Do you feel that the breadth of your studies prepared you adequately for completing your senior project, capstone course, or graduate final project?

Yes \_\_\_\_\_

No \_\_\_\_\_

10. Were your senior project, capstone course, or graduate final project advisors or committee members helpful?

Yes \_\_\_\_\_

No \_\_\_\_\_

11. Given your major or professional emphasis, do you feel you had adequate opportunities to work in the following situations? (Circle appropriate response for each item.)

Independent studio work in your major or professional emphasis	Yes	No	N/A
Collaborative projects	Yes	No	N/A
Participation in exhibitions	Yes	No	N/A
Internships/cooperative employment	Yes	No	N/A
Student teaching	Yes	No	N/A



12. What was the general influence of these working opportunities (question 11) on your personal career development?

	<b>No Influence</b>			<b>Tremendous Influence</b>		
Independent studio work in your major or professional emphasis	1	2	3	4	5	N/A
Collaborative projects	1	2	3	4	5	N/A
Participation in exhibitions	1	2	3	4	5	N/A
Internships/cooperative employment	1	2	3	4	5	N/A
Student teaching	1	2	3	4	5	N/A

13. Would you recommend the School of Art and Design to someone considering studying art and design?

Yes \_\_\_\_\_

No \_\_\_\_\_

Please explain your answer: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

14. What advice would you give to current art and design students in regard to preparation for an art and design career? Emphasize your current career in art/design.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**PLEASE NOTE:** Questions 15 and 16 are only for those alumni who had a graduate assistantship in studio art and/or art education while pursuing a graduate degree from the School of Art and Design. If you did not have a graduate assistantship, please skip to question 17.

15. Describe your graduate assistantship duties (e.g., teaching, etc.)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

16. Rate your graduate assistantship experience according to the following factors:

	<b>Terrible</b>			<b>Excellent</b>	
Freedom from inappropriate duties	1	2	3	4	5
Supervision, guidance, and attention received from your faculty supervisor	1	2	3	4	5
Contribution of assistantship experiences to your personal and career development	1	2	3	4	5
Preparation for subsequent professional responsibilities	1	2	3	4	5

17. How important were the following elements in your decision to attend the School of Art and Design?

	<b>Not Important</b>			<b>Very Important</b>	
Location	1	2	3	4	5
Cost of tuition	1	2	3	4	5
Recommendations of a teacher	1	2	3	4	5
Recommendations of an acquaintance	1	2	3	4	5
Assistantship or Scholarship	1	2	3	4	5
Quality of education	1	2	3	4	5
Reputation of the School of Art Design	1	2	3	4	5
Presence of particular faculty member(s)	1	2	3	4	5
"Portfolio Day" experience	1	2	3	4	5

18. Do you have any comments or suggestions regarding the School of Art and Design?

---



---



---



---

**OPTIONAL**

19. Name \_\_\_\_\_ Phone. \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip. \_\_\_\_\_

Email \_\_\_\_\_ Website \_\_\_\_\_

**Thank you for taking the time to complete this survey.**

**Please return it to:**  
**School of Art and Design**  
**College of Fine Arts**  
**Wichita State University**  
**1845 Fairmount**  
**Wichita, KS 67260-0067**

**SEMI-ANNUAL M.F.A. EVALUATION  
SCHOOL OF ART AND DESIGN  
WICHITA STATE UNIVERSITY**

Master of Fine Arts Student Candidate \_\_\_\_\_

Area of Emphasis \_\_\_\_\_ Date \_\_\_\_\_

**EVALUATION:**

The faculty finds the level of academic performance to be:

<b>Unacceptable</b> (Change Plan of Study)	<b>Unsatisfactory</b> (Review Again)	<b>Acceptable</b> (With Reservations)	<b>Satisfactory</b> (Continue W/Plan of Study)	<b>High</b> <b>Quality</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

The following or attached information addresses the evaluation:

---

---

---

---

---

---

---

---

Evaluator: \_\_\_\_\_

Major Advisor: \_\_\_\_\_

Graduate Faculty Team: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**EVALUATION OF MASTER OF FINE ARTS  
TERMINAL PROJECT/THESIS PROPOSAL  
SCHOOL OF ART AND DESIGN  
COLLEGE OF FINE ARTS**

The Studio Art Graduate Faculty of the School of Art and Design has met and evaluated the Master of Fine Arts Terminal Project/Thesis proposal of:

Master of Fine Arts Candidate \_\_\_\_\_

Area of Emphasis \_\_\_\_\_ Date \_\_\_\_\_

The candidate is \_\_\_\_\_ is not \_\_\_\_\_ admitted to Terminal Project/Thesis for the Master of Fine Arts in Studio Art.

**EVALUATION:**

The graduate faculty finds the proposal and level of academic performance to be:

<b>Unacceptable</b> (Change Plan of Study)	<b>Unsatisfactory</b> (Review Again)	<b>Acceptable</b> (With Reservations)	<b>Satisfactory</b> (Continue W/Plan of Study)	<b>High Quality</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

The following or attached information addresses the evaluation:

---



---



---



---

Major Advisor/Thesis Committee Chair: \_\_\_\_\_

Other Thesis Committee Members:

---



---



---



---

Other Graduate Faculty:

---



---



---



---

**RECOMMENDTION FOR DEGREE  
GRADUATE SCHOOL**

**MASTER OF FINE ARTS DEGREE IN STUDIO ART  
SCHOOL OF ART AND DESIGN**

**I. Oral Defense Results**

We hereby concur that Master of Fine Arts degree candidate, \_\_\_\_\_,  
Student ID# \_\_\_\_\_, has, on (Date) \_\_\_\_\_, presented the  
oral defense of the terminal project as a requirement for the completion of the Master of Fine Arts  
degree in Studio Art with an emphasis in \_\_\_\_\_.

Terminal Creative Project Title: \_\_\_\_\_

The evaluation consensus results by the Graduate Faculty of the MFA Thesis/Creative Project  
Committee is circled below.

<b>Unacceptable</b> (Fail)	<b>Unsatisfactory</b> (Review Again)	<b>Satisfactory</b> (Pass)	<b>Very Good</b>	<b>High Quality</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

Committee Chair: \_\_\_\_\_

Graduate Coordinator \_\_\_\_\_

Examining Graduate Faculty \_\_\_\_\_

Examining Graduate Faculty \_\_\_\_\_

Examining Graduate Faculty \_\_\_\_\_

Examining Graduate Faculty \_\_\_\_\_

Examining Graduate Faculty \_\_\_\_\_

School Chair \_\_\_\_\_

**SCHOOL OF ART AND DESIGN  
SCHOOL ASSESSMENT  
UNDERGRADUATE ALUMNI SURVEY REVIEW**

The review is designed to measure student satisfaction with the three undergraduate degree programs in the School of Art and Design (Bachelor of Arts in Art: studio, graphic design, art history, photography, and decorative art, Bachelor of Fine Arts in Art: studio and art education, Bachelor of Fine Arts in Graphic Design: graphic design). The sample group are alumni graduated one year and three years.

Alumni Sample: FY-05, FY-03

Number of Replies: 17

OPINION RANK 1 -5, LOW QUALITY – HIGH QUALITY Quality Questions:	SURVEY YEAR					Five Year Average
	<u>FY-05</u>	<u>FY-06</u>	<u>FY-07</u>	<u>FY-08</u>	<u>FY-09</u>	
Overall quality of the School of Art and Design.	4.0					4.0
Quality of specific major in art and design.	3.94					3.94
Quality of overall studies at Wichita State University.	3.85					3.85
<b>OPINION RANK 1-5, N.O., LOW QUALITY – HIGH QUALITY</b>						
Quality Questions:						
Quality of Foundation Studies Program.	3.88					3.88
Quality major area.	4.0					4.0
Quality of related art areas.	3.9					3.9
Quality of Aesthetics and Critical Theory development.	3.82					3.82
Quality of teaching methods.	3.67					3.67
Quality of Art History curriculum.	4.3					4.3
Quality of University General Education Program.	3.71					3.71
<b>OPINION OF POSITIVE RESPONSES, YES-NO</b>						
Positive Questions: Adequate opportunities.						
Independent studio work in major.	83%					83%
Work in collaborative projects.	26.7%					26.7%
Participate in exhibitions.	56.2%					56.2%
Participate in internships/cooperative employment.	28.6%					28.6%
<b>OPINION OF INFLUENCE OF OPPORTUNIES ON FINE ARTS CAREER DEVELOPMENT</b>						
Rank: 1-5, N/A, No Influence – Tremendous Influence						
Independent studio work in major.	4.0					4.0
Collaborative projects with peers.	3.37					3.37
Participation in student or media exhibitions.	3.23					3.23
Internships/cooperative employment in the arts.	3.37					3.37

Five Year

	<u>FY-05</u>	<u>FY-06</u>	<u>FY-07</u>	<u>FY-08</u>	<u>FY-09</u>	<u>Average</u>
<b>PROGRAM RECOMMENDATION TO OTHERS</b>						
Positive question, percentage.						
You would recommend the School of Art and Design to someone Considering studying art and design.						
	92.9%					92.9%
<b>IMPORTANT ELEMENTS IN YOUR DECISION TO ATTEND THE SCHOOL OF ART AND DESIGN</b>						
Rank: 1-5, Not Important – Very Important						
Location of the School/University.	4.56					4.56
Cost of Tuition.	4.19					4.19
Recommendation from a teacher/counselor.	2.46					2.46
Recommendation from an acquaintance.	2.31					2.31
Merit scholarship offer.	3.07					3.07
Standard of quality education.	3.88					3.88
Reputation of the School of Art and Design.	3.19					3.19
Presence of particular faculty member(s).	2.50					2.50
“Scholarship Portfolio Day” experience.	2.77					2.77

Donald R. Byrum, School Chair  
June 19,2006

**SCHOOL OF ART AND DESIGN  
SCHOOL ASSESSMENT  
GRADUATE ALUMNI SURVEY REVIEW**

The review is designed to measure student satisfaction with the Master of Fine Arts in Art degree program in the School of Art and Design (Studio Art: ceramics, painting/drawing, printmaking, and sculpture). The sample group are alumni graduated one year and three years.

MFA Alumni Sample: FY-05, FY-03

Number of Replies: 3

OPINION RANK 1 -5, LOW QUALITY – HIGH QUALITY Quality Questions:	SURVEY YEAR					Five Year Average
	<u>FY-05</u>	<u>FY-06</u>	<u>FY-07</u>	<u>FY-08</u>	<u>FY-09</u>	
Overall quality of the School of Art and Design.	4.33					4.33
Quality of specific major in art and design.	4.67					4.67
Quality of overall studies at Wichita State University.	4.50					4.50

**OPINION OF POSITIVE RESPONSES, YES-NO**  
Positive Questions: Adequate opportunities.

Independent studio work in major.	100%	100%
Work in collaborative projects.	100%	100%
Participate in exhibitions.	100%	100%
Participate in classroom teaching.	100%	100%

**OPINION OF INFLUENCE OF OPPORTUNIES ON  
FINE ARTS CAREER DEVELOPMENT**  
Rank: 1-5, N/A, No Influence – Tremendous Influence

Independent studio work in major.	4.67	4.67
Collaborative projects with peers.	5.00	5.00
Participation in student or media exhibitions.	5.00	5.00
Classroom teaching as assistant or instructor.	5.00	5.00

**PROGRAM RECOMMENDATION TO OTHERS**  
Positive question, percentage.

You would recommend the School of Art and Design to someone Considering studying art and design.	100%	1005
---	------	------



	<u>FY-05</u>	<u>FY-06</u>	<u>FY-07</u>	<u>FY-08</u>	<u>FY-09</u>	<u>Five Year Average</u>
<b>IMPORTANCE OF GRADUATE TEACHING ASSISTANTSHIP EXPERIENCE ACCORDING TO THE FOLLOWING FACTORS</b>						
Rank: 1-5, Terrible – Excellent						
Freedom from inappropriate duties.	4.67					4.67
Supervision and guidance received from Graduate Faculty.	4.34					4.34
Contribution of assistantship or fellowship experiences to your career development.	5.00					5.00
Preparation for future professional responsibilities.	5.00					5.00
 <b>IMPORTANT ELEMENTS IN YOUR DECISION TO ATTEND THE SCHOOL OF ART AND DESIGN</b>						
Rank: 1-5, Not Important – Very Important						
Location of the School/University.	4.34					4.34
Cost of Tuition.	3.00					3.00
Recommendation from a teacher/advisor.	3.00					3.00
Recommendation from an acquaintance.	3.34					3.34
Graduate assistantship/fellowship offer.	5.00					5.00
Standard of quality education.	4.34					4.34
Reputation of the School of Art and Design.	3.67					3.67
Presence of particular faculty member(s).	3.00					3.00

Donald R. Byrum, School Chair  
June 20, 2006

## **School of Art and Design Review of Assessment Plan**

**Spring 2006**

### **School Profile**

The School of Art and Design offers four program areas: graphic design, studio art, art history, and art education. These programs offer professional courses within the BA, BFA, and MFA degrees to train and educate art and design majors. The programs of study at the School of Art and Design demand from each student the self-discipline needed to expand options while pursuing a chosen direction. Many entering students have not yet identified the art discipline in which they wish to develop their strength. Others enter the school with a clear professional direction. During the first year of study, the Foundation curriculum develops technical skills. These fundamental skills provide the basis for the development of understanding and creating art forms. The same professional faculty members who teach advanced art courses teach these fundamental skills. The Bachelor of Arts in Art degree offers emphasis in either art history or studio for students interested in a liberal arts approach to art study. The Bachelor of Fine Arts in Art (art education, ceramics, painting/drawing, printmaking, sculpture) and the Bachelor of Fine Arts in Graphic Design offers professional preparation for careers in the visual arts. For students interested in obtaining the terminal degree for studio art and teaching in higher education, the School offers the Master of Fine Arts in Art – Studio Art Emphasis. The School of Art and Design has the largest enrollment of undergraduate majors in the College of Fine Arts.

### **Mission Statement**

Students who complete courses in the School of Art and Design at Wichita State University will receive high quality instruction through classroom and studio activity and through internships in the work place.

Students will develop professional and cultural knowledge within the context of the visual arts. To that end they will have a basic knowledge of the theory and philosophy of Art and a consequent understanding of the skills and visual language necessary for development in the creative process. These skills will prepare students for successful and productive careers and/or further education in the various disciplines of art and design.

### **School of Art and Design Learning Objectives: Undergraduate**

Students who successfully complete undergraduate degrees administered by the School of Art and Design will demonstrate:

1. a basic knowledge and appreciation of the theory, history and philosophy of art through written and oral reviews, exhibitions and research papers.
2. an awareness and understanding of their own cultural heritage and that of other cultures

3. a working knowledge of art criticism through the analysis and evaluation of the students own work or that of other artists.
4. an understanding of the visual language of art through the application of the elements and principles of art and design.
5. skills and knowledge to appropriately utilize technology in their discipline.
6. evidence of concentrated experience in studio art or graphic design and of development in their creative process.
7. the appropriate skills and knowledge to pursue a productive career or further education in their discipline.

### **Administration of the Assessment Plan Participants, Evaluators and Procedures**

#### **Freshman Year:**

Students are admitted into the School of Art and Design my self selection. If they meet the entrance requirements of the university, they may elect to become an art and design major. The first year of courses are not elective. Enrollment to the Foundation Studies Program is restrictive. Students are required to complete *ART F 102, 103, 136, 137, 145, 146, and 189*, completion of the General Education Basic Skills requirements (*ENGL 100 or 101, ENGL 102, COMM 111. and Math 111 or 132*), and the Completion of, or concurrent enrollment with, *Art H 121 and ART 122, Survey of Art History I and II* before they apply for *ART 202 Sophomore Review*.

#### **Sophomore Year: Review of Sophomore Review Assessment**

All majors in programs administered by the School of Art and Design must take *ART F 202 Sophomore Review*. In the context of these classes specific measures of undergraduate Foundation Studies competencies will include the following:

1. evaluation of research papers written in *ART F 102 Introduction to Art and Design, ART H 121 Art History Survey I, and ART H 122 Art History Survey II*.
- 2) review of portfolios prepared for *ART F 202*.

The School of Art and Design assessment committee will also implement indirect measures of Foundation Studies student competencies. These will include a record of student competitive activity and alumni surveys.

**Recommendations for Sophomore Review Assessment: Continue with the time table of offering this evaluation during the spring semester. The high percentage of students who are prepared and pass the review indicates that students receive proper training and instruction in the Foundation Studies Program courses. As the collected data is extended over a five year period, the high percentage of students successfully completing the review should continue.**

**The Undergraduate Alumni Surveys returned during FY-06 indicate that the Foundation Studies Program was highly regarded.**

**Junior Year: Review of the data collected from the Graphic Design Junior Review and Graphic Design Senior Terminal Project**

### **Graphic Design Junior Review**

The Graphic Design Junior Portfolio Review determines when the design student continues in the graphic design program with senior level courses. Guest reviewers from the professional advertising design business community evaluate student presentations and communicate their impressions of the work to design faculty. The portfolio must be presented by the student in a professional manner to the review panel. When students do not pass the review, they do not continue within the design major (Bachelor of Fine Arts in Graphic Design) until they demonstrate an improvement in the quality of their work.

**Review of Graphic Design Junior Review Assessment: The forms used to rate the students will be submitted for the first time during the fall 2006 and spring 2007. Reviews were conducted in FY-06, but data was not rated so comparisons could be made with future reviews.**

### **Senior Year: Graphic Design Senior Terminal Project**

The Senior Terminal Project course is offered each semester and is a graduation requirement for all students completing the Bachelor of Fine Arts in Graphic Design degree. During the first semester the student researches a hypothetical design problem. The student then submits a written proposal, which must be approved by faculty, which serves as a contract for the student to successfully complete. Students in the second senior semester present a graphic solution to their hypothetical design problem to a panel of graphic design faculty.

**Review of Graphic Design Senior Terminal Project Review Assessment: The forms used to rate the students will be submitted for the first time during the fall 2006 and spring 2007. Reviews were conducted in FY-06, but data was not rated so comparisons could be made with future reviews.**

### **Post Degree Assessment: Alumni Survey**

An alumni survey has been developed following the guidelines of the National Association of Schools of Art and Design. This survey would be sent to all alumni (Bachelor or Masters) to obtain information on their career development and their opinion of their Wichita State University education in meeting their career goals.

**Review of the Alumni Survey Assessment: The surveys were sent to alumni graduated one and three years in the past. General information from the survey indicated that the quality of our programs was being maintained. This summer the survey form will be changed to make them separate undergraduate and graduate surveys.**

