Department: BAs in Art Studio, Art Education, and Art History - BFA in Art Studio

Assessment Coordinator: Julia Sapin, chair

Departmental Mission: The Art Department, in accordance with the mission of the University and College of Fine and Performing Arts, provides a dynamic learning environment that nurtures critical inquiry, creative problem solving, and innovative ideas. Through rigorous studio practice and global visual arts studies, students gain knowledge, skills and critical thinking abilities that prepare them for successful careers in the arts. The three interrelated areas of Art (Studio), Art Education, and Art History are designed to embrace the liberal arts tradition of the university and encourage life long learners and leaders in the community.

Departmental Student Learning Outcomes:

Upon graduation, majors will:

1. Have a developed visual sensibility
2. Possess the technical skills, perceptual development and understanding of principles of visual organization to achieve visual communication and expression in several media
3. Develop knowledge of historical and diverse world cultures
4. Cultivate skills in critical theory and analytical interpretation
5. Have a familiarity with Western and non-Western art including a broad understanding of 20th and 21st century art movements and visual trends
6. Integrate comprehension of visual practices with “real world” applications such as curatorial practices, internships, and museum studies and Art Education pedagogy (contemporary Art Education theory and WA standards)
ART HISTORY

Assessment Coordinator: Julia Sapin, chair

Area Mission: Art History examines the histories of art in cultural context, visual communication in the world today, and the impact of visual technology in the future.

In studying Art History, students will learn to interpret and analyze art and visual culture. A degree in Art History will prepare students for a future as teacher, museum educator, gallery curator, visual resource librarian, art critic, scholar, and other careers that require creative problem solving and knowledge of visual language.

Art History Student Learning Outcomes:

Upon graduation, majors will:

1. have a developed knowledge of historical world cultures in Asia, Europe, Africa, and North America
2. be able to interpret 20th- and 21st-century global art movements and visual trends
3. have cultivated skills in critical theory and analytical interpretation
4. have integrated comprehension of visual practices with “real world” applications such as presentation skills, curatorial practices, internships, and museum studies
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<tr>
<th>Type of Change</th>
<th>SLOs Targeted</th>
<th>Description</th>
<th>Rationale</th>
<th>Evidence</th>
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| Curricular     | 5 (Department) 1, 2 (Area) | Hiring a TT African art specialist (Prof. Monique Kerman), and supplementing the existing curriculum with courses attentive to global exchange and non-Western art. Faculty participation in Internationalizing the Curriculum Workshops (Monique Kerman, Javier Berzal de Dios) | Increase student familiarity with non-western art. Develop historical knowledge of diverse world cultures. Be able to interpret contemporary art movements and global visual trends. | Enrollment and assessment (both quantitative and qualitative) of the various new courses on African art history introduced into the catalogue:  
- 250 African Art Prehistory to Present  
- 397Q Contemporary Art of the African Diaspora  
- 416 Borders and Terrains with a focus on the African diaspora.  

Next year Monique will develop an African film course. She also plans to create a 251, African Art from 1900 to Present. New and updated lectures and seminars to which non-western, transcultural, and African art content has been added include:  
- AH 240 has been updated to include cross-cultural trends and historical ecological developments; the course was linked to a FIG ("Darwin's Landscape")  
- AH 397L: Art and Ecology (co-taught with Cynthia, Fall 2014) will be retaught as strictly AH course (Fall 2016) and includes cross-cultural issues associated with climate change in America, Europe and Africa (it will be turned into a regularly offered course).  
- AH401 (Postmodernism) has been updated to include a number of New Media (installation and online) and International artists, representing new visual trends in contemporary art.  
- 413 Space and Representation incorporated a cross-cultural approach, including e.g. readings on spatial practices in Egyptian resulting from visitation dreams.  
- 397 Arts in the Age of Contact is a new course that studies European and non-western artistic responses to the clash and integration of cultures resulting from exploration and the consequent expansion of European empires throughout the world. |
ART (STUDIO)

Assessment Coordinator: Pierre Gour

Area mission:

Art (Studio) Student Learning Outcomes:

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<td>Curricular</td>
<td>1, 2, 3</td>
<td>We streamlined the program so that students could take more upper-level classes that were focused and instructor-directed.</td>
<td>Increased student access to classes with directed instruction will improve technical, analytical, and art historical knowledge and skills of visual analysis.</td>
<td>Evaluations will be collected from committee members (2-3 faculty assigned to the student) and averaged for comparison to next year’s evaluations by the BFA Area Coordinator. Student learning will be assessed by the improvement of scores from letter to grades 1-4. Other assessment tools will be based on the student's development of a body of work produced for the BFA exhibition and the various uses of mediums and processes that were acquired during directed instruction.</td>
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ART EDUCATION

Assessment coordinator: Gaye Green

Area mission:

Art Education Student Learning Outcomes:

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<td>Curricular</td>
<td>6</td>
<td>Incorporate STEAM content into the Art Education curricula</td>
<td>The Art Education program is preparing students for careers in teaching. Thus, practical hands-on experience is valuable for pre-service teachers. Moreover, STEAM content is a relevant, contemporary approach to Art Education curricular content.</td>
<td>Art Education students were surveyed in Art 398 class. Asked if “hands on experience by teaching students in the EE Youth Programs was valuable.” 100% of 40 students said that yes, it was a significant addition to the Art Education curricula. Asked if students thought “that integrating Art with STEM subjects is important to teach.” 100% of 40 students enrolled in Art 398 agreed.</td>
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