DELTA STATE UNIVERSITY: ACADEMIC ANNUAL REPORT  
Academic Year 2005-06

I. Unit Title:  
Art Department

School or College:  
Arts and Sciences

Unit Administrator:  
William Lester

II. Educational Program Learning Outcome Assessment Plan

These are Learner Outcomes identified for the current year. Contents of the table should be very brief. Footnotes may be included for items needing explanation or documentation.

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Data Collection and Analysis</th>
<th>Results of Evaluation</th>
<th>Use of Evaluation Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>All graduates in art will demonstrate proficiency in studio art. <em>See Appendix I.</em></td>
<td>Visiting Artists/External Review Yearly juried student art show – visiting artist/judge awarded scholarships with critical review</td>
<td>Findings: 1 of 2 classes reviewed – excellent with no recommendations; 1 of 2 classes needs improved and upgraded viewing facility/equipment</td>
<td>Negotiated space for improved viewing with BPAC and Music Department - budgeted $4500 for DCB viewer/projector – to be purchased before Fall '06 semester start.</td>
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<td></td>
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<td>Over past several years, large majority of oral comments from visiting artists/judges have been extremely positive. Only negatives: lack of space for optimum student performance/product; lack of current equipment for some goals. 2005-2006: develop unique shows for each concentration</td>
<td>Graphic design team discussed having separate artist/judge for this concentration</td>
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<td></td>
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<td>Evaluation form is under development by curriculum committee.</td>
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</table>
### Sophomore and junior reviews

Conducted by faculty review team.

**Recommendation:** In addition to oral critiques, have written report/commentary from visiting artists/judges.

15 of 15 past formal reviews recommendations were provided in areas needed.

**Recommendations:** asked students to dress more appropriately for reviews.

Implementation of new dress code will take place in Fall ’06.

### All graduates will demonstrate proficiency in **art history.**

Visiting artists review orally. Sophomore and junior reviews by faculty assessment team. 

Praxis test where appropriate to analyze content acquisition and knowledge of pedagogy.

Over past several years large majority of oral comments from visiting artists/judges have been positive. Need for doctor of art history recommended to relieve pressure from one position teaching all needed classes.

**Recommendation:** request doctor of art history position.

Over 90% success rate on MS Teacher Assessment Instrument and the PRAXIS Test.

Review team recommended addition of Arts Aesthetic Class.

Recommended position of doctor of art history in 2006-07 budget. Recommended addition of Arts Aesthetic Class and also reviews in writing.

### All graduates in **art education** will demonstrate effective procedures and methods for art teaching.

*See Appendix IV

**Recommendation:**

Add improved lighting and self-healing wallboards to critique room before Fall ’06.

### All graduates in **graphic design** will have knowledge of the Macintosh computer platform and be fluent in layout, photo editing and illustration programs as well as have experience in web design applications.

*See Appendix II
*See Appendix III

**Internship review from employer. Visiting artist external review. Sophomore and junior reviews conducted by faculty review team.**

11 of 12 classes reviewed – excellent with no recommendations. 1 of 12 needs improved and upgraded critiqued facilities. **Recommendations:** add improved lighting and self-healing wallboards to critique room.

Add improved lighting and self-healing wallboards to critique room before Fall ’06.
| All graduates in **photography** will develop aesthetic and technical skills that are valuable for the fields of fine art photography, filmmaking, videography, teaching, and commercial media production. *See Appendix VI | Visiting artist external review. *See Appendix XIV Sophomore and junior reviews conducted by faculty review team. Review thesis show work by visiting artist. Yearly juried student art show visiting artist/judge awarded scholarships with critical review. | Visiting artist/judges have been positive. Only negatives: lack of space for optimum student performance/production. Recommendation: find new space and budget for projector and add new video class. | Negotiated space for improved viewing with BPAC and Music Department - budgeted $4500 for DCB viewer/projector – to be purchased before Fall ’06 semester start. Implemented new video Class – ART 235. |
| All graduates in **painting** will be familiar with the diversity of styles and methods within the painting area. *See Appendix VII | Visiting artist external review. Sophomore and junior reviews conducted by faculty review team. Review thesis show work by visiting artist. Yearly juried student art show visiting artist/judge awarded scholarships with critical review. | Visiting artist/judges have been positive. Only negatives: lack of individual work space for senior thesis students. Recommendations: add individual cubicles to painting studio | In summer ’06 added 8 individual painting cubicles for thesis students. Available fall ’06. |
| All graduates will be familiar with the diversity of styles within **crafts**, including ceramics, fiber, and mixed media. *See Appendix VIII | Visiting artist external review. Sophomore and junior reviews conducted by faculty review team. Review thesis show work by visiting artist. Yearly juried student art show visiting artist/judge awarded scholarships with critical review. | Visiting artist/judges have been positive. Only negatives: Improved weaving equipment needed and cover for ceramic/sculpture courtyard recommended | Additional funds for craft weaving equipment requested in ’06-07 budget. Courtyard cover completed early summer ’06. |
| All graduates in **sculpture** will be familiar with a wide range of sculptural materials, techniques and methods of execution. *See Appendix IX | Visiting artist external review. Sophomore and junior reviews conducted by faculty review team. Review thesis show work by visiting artist. Yearly juried student art show visiting artist/judge awarded scholarships with critical review. | Visiting artist/judges have been positive. Only negatives: cover for ceramic/sculpture courtyard recommended and reinstitute bronze-casting facility and classes | Courtyard cover completed early summer ’06. Bronze-casting facility equipment ordered and installed in Spring ’06. New bronze-casting classes under development |
III. Division/Department Goals for the Current Year
This is a report on progress towards goals for the current year. These are operational goals for the unit that are NOT tied directly to student learning outcomes which are reported in the table above. An example might be the implementation of a development campaign in conjunction with the DSU Foundation to raise monies for faculty research and travel. (Although the following division goals also address institutional goals as represented by the 2005-06 Strategic Plan Goals and/or the QEP goals, for adherence to the 2005-06 goals established by the Art Department in 2005, Institutional Goals as published in the University Bulletin 2004-06 are referenced in each of the following.)

A. Goal # 1 – Provide a Doctor of Art History for the Art Department.

1. Institutional Goal which was supported by this goal: University Goals (Delta State University Bulletin 2004-2006, page 14, number 4.)

   Provide sufficient faculty in all disciplines to maintain a student-teacher ratio that ensures opportunities for meaningful intellectual interaction between students and faculty.

2. Evaluation Procedure(s):

   The goal will be met when the art department is allowed to hire a Doctor in Art History.

3. Actual Results of Evaluation:

   Actual results can not be determined. The Doctor in Art History position has not been filled.

4. Use of Evaluation Results:

   Made request in 2006-07 budget hearing for Art History Doctor position. Request was supported by detailed explanation – explaining the re-allocation of teaching loads of three faculty members and the hiring of an adjunct teacher over the past two years.

B. Goal # 2 – Enlarge and redesign rooms 111, 112, and 203 in Wright Art Center Building so that larger numbers of students can be accommodated in art classes 101, 361, 158, and 159. The redesigned and enlarged classrooms can be accomplished with art department budgeted funds.

1. Institutional Goal which was supported by this goal: University Goals (Delta State University Bulletin 2004-2006, page 14, number 11)

   Provide resources, facilities and the physical environment which contribute to the intellectual, cultural, physical, and social growth and development of the student and of the surrounding community,
2. Evaluation Procedure(s):

The goal will be met when the rooms are completed. The time schedule is Fall of 2006.

3. Actual Results of Evaluation:

The results of the evaluation are incomplete. The room enlargement and redesign will not be complete until Fall of 2006.

4. Use of Evaluation Results:

The results of the evaluation are incomplete. The room enlargement and redesign will not be complete until Fall of 2006.

IV. Data and information for department:

The purposes of the Art Department are to train teachers of art for the elementary and secondary schools, to prepare students for careers in the professional fields of art, and to offer courses to other students who wish to take art for its aesthetic and cultural values. Concentrations are offered in the Bachelor of Fine Arts degree and the Bachelor of Arts.

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V. Personnel:

Noteworthy activities and accomplishments:

Joe Abide
Designed poster and program for 2006 DELTA INTERNATIONAL FILM AND VIDEO FESTIVAL.
Served as liaison between design students and individuals and companies seeking design talent. Helped guide students to completion and suggested fair compensation for services rendered.

Duncan Baird
Director of Gear up camps at DSU in Summer 2005 – 3 week long camps each with 20 campers.
Participated in 26th National Juried Fine Arts Exhibition, Wayne County, NC, 2005.
Organized and participated in a museum trip to Dallas, Texas with over 30 students and faculty.
Nominated for 2005-06 DSU Faculty Prize Award in Teaching.
Pat Brown
Curated 8x10: The Plastic Camera, a photography show originating at DSU and planned to travel. Summer 2005
July 2005 - Research trip to Guatamala and Honduras for 3 ½ weeks to study and document Mayan weaving practices, partially supported by Wyatt Fund.
Curated 2006 Mississippi Collegiate Art Competition hosted by Delta State University.

Ky Johnston
Mississippi Museum of Art, Art Camp, 2005. Visiting artist. This program offers underprivileged, inner city high-school students the opportunity to work and have critiques in the studio with a visiting artist for a week. The participants also take advantage of the museum’s exhibitions as well as ample space and materials.

Ron Koehler
2006 President, Kappa Pi International Honorary Art Fraternity (350 Chapters on Colleges and Universities worldwide) 1998 to present
JUROR, Mississippi Scholastic Art Awards, Mississippi Museum of Art, Jackson, MS
EDITOR, THE 2006 SKETCH BOOK, Kappa Pi International Honorary Art Fraternity Journal
Installed new Kappa Pi Art Fraternity Chapter - Zeta Alpha Chi, Wagner College, Staten Island,NY
EDITOR, Winter 2005-06 SKETCHPAD, Kappa Pi International Honorary Art Fraternity Newsletter
In the following publications:
2005 BEGINNING SCULPTURE, sculpture project and 4 photos of student work, p. 144, Arthur Williams, Davis Publications

Kathryn Lewis
Received 2006 National Art Education Association’s Mississippi Award and participated in the National Conference.
Elected president-elect of the MS Art Education Association in Fall 2005

Allison Melton
Designed identity/promotional webpage and materials for Delta International Film and Video Festival.
Participated in Mississippi Art Faculty Juried Exhibition at the Lauren Rogers Museum of Art in 2005
Student Brian Byrd was awarded Graphic Designer of the Year for the 2006 Mississippi Delta Addy Awards where he competed against area professionals.
Worked on the university web oversite committee to develop a new website for DSU.
Robyn Moore
Served as The Delta International Film and Video Festival’s Festival Coordinator; created, promoted, organized, and publicized this festival which brought the work of filmmakers and video artists of national and international acclaim to the DSU and Cleveland communities (first of its kind here).
Recipient of the 2005 Mississippi Institute of Arts and Letters Photography Award.

Chet Oguz
Received a $3000 fund from DSU Faculty development fund for 2006 summer. Will use this fund to go to Turkey and refine the details of a summer arts school program that will be held in Istanbul and the West of Turkey in 2007.
Participated and collaborated with the DSU Special Programs Committee in organizing the Arts in April Festival in 2006.
The Figure Painting class students are working on an 8x125 feet mural at DSU Child Development Center at Ewing.

Mollie Rushing
During the 2005-2006 year, taught a workshop for kindergarteners on marbling and paste papers. Also taught art classes at St. Luke’s Methodist Church After School.

Kim Rushing
Attended a workshop at Clemson University centered on a new method of making digital negatives. Mark I. Nelson, the developer of the new technique and author of the book, “Precision Digital Negatives”, taught the workshop. This was the first time this information was offered to the public.

William Lester
As Executive Director of Dockery Farms Foundation over saw the Foundation receiving National Historic Designation.

New position(s) requested, with justification:

Doctor of Art History. 1999 NASAD accreditation “strongly” suggested that this position be filled as soon as possible. Next NASAD accreditation review will be in 2009.

Recommended change of status

Robyn Moore – change from Visiting Assistant Professor of Art to Tenured track Assistant Professor of Art

VI. Degree Program Addition/Deletions and/or Major Curriculum Changes:
Changes made in the past year:

Deleted ART 364 Materials and Methods (absorbed it into ART 465)
Changed ART 465 Painting I (combined with ART 364)

Recommended changes for the coming year(s)

Added ART 340 Experimental Cameras
Added ART 350 History of Science Fiction Film
Added Art 381 Cinema Studio I

VII. Division/Department Goals for Coming Year
   This is a statement of goals for the coming year. These are operational goals for the unit that are NOT tied directly to student learning outcomes.

   A. Goal # 1 – Provide a Doctor of Art History for the Art Department.
      
      1. Institutional Goal which was supported by this goal: University Goals (Delta State University Bulletin 2004-2006, page 14, number 4)
      
         Provide sufficient faculty in all disciplines to maintain a student-teacher ratio that ensures opportunities for meaningful intellectual interaction between students and faculty.
      
      2. Evaluation Procedure(s):
         
         The goal will be met when the art department is allowed to hire a Doctor in Art History.
      
      3. Actual Results of Evaluation:
         
         Actual results can not be determined. The Doctor in Art History position has not been filled.
      
      4. Use of Evaluation Results:
         
         No results were produced by this goal.
B. **Goal # 2** - The first International Delta Film and Video Festival was held this year and was successful. Improvements in the area of advertising the event are needed. The art department will improve advertising promotional package to attract students, faculty, and community to future film festivals.

1. **Institutional Goal which was supported by this goal:** University Goals (Delta State University Bulletin 2004-2006, page 14, number 9)

   Provide a rich campus life with a variety of cultural and extracurricular activities and other opportunities for personal development.

2. **Evaluation Procedure(s):**

   Record of attendance will be compared to the first Delta Film and Video Festival.

3. **Actual Results of Evaluation:**

   The results can not be determined. The event has not taken place for 2007.

4. **Use of Evaluation Results:**

   Record of attendance will be used to evaluate the success of the advertising campaign.
APPENDIX I

The information received by the art department curriculum and evaluation committee is multi-layered because it comes from visiting artist/external reviews, evaluations, student reviews, internships, student reviews, of course work, reviews of class grades, and general discussions and reviews of art department programs by the entire art faculty.

The art department carries out these evaluations on a semester basis and the records of minutes of the various meetings are provided to the curriculum committee who make recommendation for curriculum changes to the entire art faculty.
APPENDIX II

THE GRAPHIC DESIGN INTERNSHIP AS A TOOL FOR EVALUATION

As part of the curriculum for Graphic Design majors, a 240 hour internship is completed during the student’s senior year. The internship is completed at a department approved advertising agency, printer, publisher, or other potential source of employment for graduates.

As part of the agreement between school and workplace the place the business providing the internship agrees to give the student a measurable work load and evaluate the student’s performance in the workplace.

The student is required to keep a daily log that list the activities performed and how well the student thinks he or she is prepared to meet these assignments.

These mutual evaluations by both supervisor and student provide the department with a wealth of knowledge that not only helps us evaluate the suitability of the business for our interns but also the preparedness of our students as they exit the program and attempt to find relevant employment. We receive feedback as to the most current software in the industry as well as skill sets that are deemed valuable by employers. The student receives a valuable critique of not only technical skills but also continues to build an appreciation for factors like punctuality, constructive criticism and the importance of basic social skills in the workplace.

The Delta State University Art Department was one of the first to implement this program in our state and it continues to benefit both the Art department, the businesses involved and our graduates.
D. Results of Evaluation

Findings: Overall, students are well prepared for a career in graphic design. Nearly all score very high on internship and receive positive feedback from employers. Changes to the curriculum implemented last year have freed up space in the program allowing for more students to enter the program. New courses have introduced students to more specific fields of study in graphic design (web design, motion graphics, and illustration). This specific focus makes students better candidates for a graphic design position.

Recommendation 1: A meeting should be held with graphic design seniors in the Fall semester to discuss internship placement and procedures. Students planning on completing an internship in the Spring semester may need the additional time for internship search.

Recommendation 2: The addition of a Type and Image course would give students more experience using photo editing and color correcting techniques as well as a more intensive look at using photography effectively in design situations.

Recommendation 3: Requiring students to purchase a 13” x 19” student grade portfolio for use during their graphic design courses would assist students and faculty in keeping track of projects and progress in respect to the completion of a final portfolio.

Recommendation 4: Organizing and requiring that students participate in a field trip where students visit several ad agencies and service bureaus would give students a valuable perspective of the graphic design field.

Recommendation 5: Arranging a visit from one or more professionals where students have the opportunity to hear about that individuals career path/work and also speak with them in a one-on-one critique would give students a valuable perspective on their work and of the graphic design field.
APPENDIX IV

VI. Educational Program Learning Outcome Assessment Plan

Major Area #1: Art Education

Degree: BA

A. Learning Outcome:

1. Each graduate will demonstrate proficiency in studio art.
2. Each graduate will demonstrate a knowledge and understanding of art history.
3. Each graduate will demonstrate methods and procedures important for effective art teaching that reflects an understanding of the Mississippi Visual and Performing Arts Frameworks.

B. Assessment Tools and Methods

Measure One: Grades earned in studio art and art history classes.

Measure Two: Scores earned on the Art Content Specialty Area Test and Principles of Learning and Teaching Test of the PRAXIS II.

Measure Three: Passing portfolio review prior to student teaching. A passing score from supervising teachers and cooperating teacher during student teaching.

C. Data Collection and Analysis

Data Collection Procedure: Grades and test scores will be collected by the department.

Analysis Procedure: Analyze grade distribution in studio art classes.
   Analyze grade distribution in art history.
   Analyze grade distribution and evaluation forms completed by supervising teachers and cooperating teacher in student teaching and PRAXIS Tests.

D. Results of Evaluation

Findings: 90% of students earned a grade of “C” or better in art studio and art history classes. 100% of students passed student teaching once admitted. One student did not pass the math portion of PRAXIS I on the first try. One student did not pass the PLT on the first try.
**Recommendation 1:** Studio art and art history class scores will be monitored to see if curriculum adjustments need to be made. Advise students to take art studio and art history courses that will help prepare them for the Art Content Specialty Area Test of the PRAXIS II.

**Recommendation 2:** Examine ways to help students prepare for PRAXIS II.

**Recommendation 3:** PRAXIS scores will be monitored to see if curriculum adjustments need to be made. Assess writing samples in classes and grades made in English and Math courses to identify students who may have trouble on the PRAXIS I and try to offer help and suggestions.

**E. Use of Evaluation Results**

**Response:** Studio art and art history classes will continue to be monitored and courses will be re-examined if students do not meet the minimum score or the grade of “C”. Students were advised to take classes such as ART 492: Art Theory and Aesthetics as one of their art history electives because Aesthetics is one of the strands of the Frameworks and is covered on the PRAXIS II Art Specialty Test.

Study groups were formed and workbooks owned by the art department and other students checked out to students preparing for the PLT. Students are advised to complete CSP 340 as early as possible and before attempting the PLT. Feedback such as this will continually be collected by those who have recently taken the tests so that it can be incorporated into advising.

PRAXIS specialty test will continue to be monitored and courses will be re-examined if students do not meet the minimum score.

Students who demonstrated difficulty with reading, writing, or math were encouraged through advising to take additional workshops or courses and to visit the testing center on campus to prepare for PRAXIS I.

**F. Assessment Team Members**

**Members:** Ron Koehler, Chair  
Pat Brown  
Allison Melton  
Bill Lester  
Kathryn Lewis
APPENDIX V

Major Area #2: Graphic Design (Internship)  
Degree: BFA

A. Learning Outcome:
   1. Each graduate will have a knowledge of the Macintosh computer platform and be fluent in layout, photo editing and illustration programs as well as have experience in Web design applications.
   2. Each graduate will have a broad background in the fundamentals of the visual arts with an obvious emphasis on proficiency in graphic design.
   3. Each graduate will gain experience and knowledge in the field through completing a 240 hour internship.

B. Assessment Tools and Methods

Measure One: Grades earned in graphic design and studio art classes.

Measure Two: Presentation of a final portfolio during the Senior Review.

Measure Three: Exit interviews with students after completion of internships.

C. Data Collection and Analysis

Data Collection Procedure:

Measure One: Project scores are awarded to students based on their successful completion of individual assignments which are averaged together for a course grade.

Measure Two: Senior Reviews are held in the spring semester each year. During the review, students present their final portfolio which is comprised of a students best 10-15 graphic design projects. The portfolio should represent a students range of computer application knowledge, their mastery of typography and layout problems, and their creative/conceptual skills as it relates to graphic design. Every graphic design student must successfully complete the review before graduation. Review committee members are graphic design faculty Joe Abide and Allison Melton and department chair, Bill Lester.

Measure Three: Exit interviews are held after the completion of the graphic design internship.

Analysis Procedure:

Measure One: Grade distribution in graphic design and studio classes are analyzed in reference to the following model:

• A: superior, exceptional. This grade is assigned to those individuals who have truly excelled both in the process and product of the course parameters. The student has shown a profound understanding of all the principles covered in the course and indicated the capability of continued success in the discipline.

• B: above average. The student has demonstrated a definite command of the course material and worked beyond the teacher's minimum expectations/requirements.

• C: average, satisfactory. The student has completed all required work at an acceptable level, participated in class discussions, attended and been on time for classes.

• D: below average

• F: no credit. Unsatisfactory work, performance, progress and/or attendance.
Measure Two: After Senior Review, the review committee meets to discuss the portfolio quality displayed by the students as a whole and possible improvements to the curriculum, courses or procedures of the program.

Measure Three: During the internship exit interview, students discuss their personal assessment of preparedness for the work environment. Employers assessment forms are also reviewed. Student feedback about the strengths and weakness of the programs are also discussed during the interview. Student suggestions and assessments are recorded on a form for faculty review.

D. Results of Evaluation

Findings: Overall, students are well prepared for a career in graphic design. Nearly all score very high on internship and receive positive feedback from employers. Changes to the curriculum implemented last year have freed up space in the program allowing for more students to enter the program. New courses have introduced students to more specific fields of study in graphic design (web design, motion graphics, and illustration). This specific focus makes students better candidates for a graphic design position.

Recommendation 1: A meeting should be held with graphic design seniors in the Fall semester to discuss internship placement and procedures. Students planning on completing an internship in the Spring semester may need the additional time for internship search.
Recommendation 2: The addition of a Type and Image course would give students more experience using photo editing and color correcting techniques as well as a more intensive look at using photography effectively in design situations.
Recommendation 3: Requiring students to purchase a 13" x 19" student grade portfolio for use during their graphic design courses would assist students and faculty in keeping track of projects and progress in respect to the completion of a final portfolio.
Recommendation 4: Organizing and requiring that students participate in a field trip where students visit several ad agencies and service bureaus would give students a valuable perspective of the graphic design field.
Recommendation 5: Arranging a visit from one or more professionals where students have the opportunity to hear about that individuals career path/work and also speak with them in a one-on-one critique would give students a valuable perspective on their work and of the graphic design field.

E. Use of Evaluation Results

Response: Recommendations listed above are being examined and further discussed among faculty. Plans for their implementation will be finalized before the beginning of the 2006-2007 academic year.

F. Assessment Team Members

Members: Allison Melton
Joe Abide
Bill Lester
A. **Learning Outcome:**
1. Graduates will create a coherent and personal body of work in studio classes that demonstrates sound technique, clarity of vision, and an ability to communicate effectively through photography/video and in a written thesis statement.
2. Graduates will be familiar with a diversity of styles, genres, and working methods within Photography and Video.
3. Graduates will develop aesthetic and technical skills that are valuable for the fields of fine art photography, filmmaking, videography, teaching, and commercial media production.
4. Graduates will be familiar with contemporary philosophical, theoretical, and historical issues concerning media production.

B. **Assessment Tools and Methods**

Measure One: Grades earned in studio classes; quality of work produced.

Measure Two: Verbal critique of work produced in class; public exhibitions.

Measure Three: Written self-assessments, responses, artists’ statements, and class discussion.

C. **Data Collection and Analysis**

**Data Collection Procedure:** Grades earned will be collected by the instructor and discussed with all instructors in the program to verify student success. Class critiques may involve all instructors in the program. Written documentation may be discussed and critiqued by all instructors in the program. All instructors in the program will discuss student progress.

**Analysis Procedure:** Analyze/discuss grade distribution in studio art classes.
Analyze/discuss grade distribution in seminar classes.
Analyze/discuss individual student success, which will be demonstrated through measures one-three of “Assessment Tools and Methods.”

D. **Results of Evaluation**

**Findings:** Students are performing within acceptable ranges of success.

**Recommendation 1:** Studio classes will be monitored to see if curriculum adjustments need to be made.

**Recommendation 2:** Seminar and Thesis classes will be monitored to see if curriculum adjustments need to be made.

**Recommendation 3:** Instructors in Photography/Video will continue to think creatively about the program, methods and techniques of assessment, and program development.

E. **Use of Evaluation Results**

**Response:** The Photography/Video curriculum has been and will continue to be assessed and improved. Additional classes have been created to further promote student excitement and program visibility.

F. **Assessment Team Members**

**Members:** Kim Rushing
Robyn Moore
APPENDIX VII

Major Area:  Painting        Degree:  BFA

A.  Learning Outcome:

1. Graduates will create a coherent and personal body of work in studio classes that demonstrates sound technique, clarity of vision, and an ability to communicate effectively through the medium and in a written thesis statement.
2. Graduates will be familiar with the diversity of styles and methods within the painting area.
3. Graduates will be informed through panels and discussions about the business aspect of the painting area.

B.  Assessment Tools and Methods

Measure One: Grades earned in studio classes. Each semester students will have an evaluation from an art professional outside of the department, who will provide an oral and written review and recommendation to the curriculum committee.

Measure Two: Grades earned in seminar classes. Seminar students will have an evaluation from an art professional outside of the department, who will provide an oral and written review and recommendation to the curriculum committee.

Measure Three: Grades earned on thesis work. Thesis students will have an evaluation from an art professional outside of the department, who will provide an oral and written review and recommendation to the curriculum committee.

C.  Data Collection and Analysis

Data Collection Procedure: Grades earned will be collected by the department.

Analysis Procedure:
- Analyze grade distribution in studio art classes.
- Analyze grade distribution in seminar classes.
- Analyze grade distribution in completed internship.

D.  Results of Evaluation

Findings: 90% of students earned a “C” or better in art studio classes.

Recommendation 1: Studio art classes will be monitored to see if curriculum adjustments need to be made.

Recommendation 2: Seminar classes will be monitored to see if curriculum adjustments need to be made.

Recommendation 3: Thesis work will be monitored to see if curriculum adjustments need to be made.

E.  Use of Evaluation Results

Response:
- Studio classes will continue to be monitored and courses will be re-examined if students do not meet the minimum score or the grade of “C”.
- Seminar classes will continue to be monitored and courses will be re-examined if students do not meet the minimum score or the grade of “C”.
- Thesis work will continue to be monitored and courses will be re-examined if students do not meet the minimum score or the grade of “B”.

F.  Assessment Team Members

Members: Duncan Baird / Cetin Oguz
APPENDIX VIII
Major Area: Crafts        Degree: BFA

A. Learning Outcome:
1. Graduates will create a coherent and personal body of work in studio classes that demonstrates sound technique, clarity of vision, and an ability to communicate effectively through the medium and in a written thesis statement.
2. Graduates will be familiar with the diversity of styles and methods within crafts, including ceramics, fiber, and mixed media.
3. Graduates will document their work and enter juried shows in preparation for a professional career and/or graduate school.

B. Assessment Tools and Methods
Measure One: Grades earned in studio classes
Measure Two: Grades earned in seminar classes.
Measure Three: Grades earned on thesis work.
Measure Four: Work produced by seminar students will be evaluated by jurors in national and regional student shows.
Measure Five: Propose that an outside visiting artist assess the program and make recommendations regarding student work, facilities, teaching, and other relevant areas.

C. Data Collection and Analysis
Data Collection Procedure: Grades earned will be collected by the department. Recommendations of outside artists will be collected by department. Exhibition notices will be collected from seminar students by the instructor.

Analysis Procedure: Analyze grade distribution in studio art classes.
Analyze grade distribution in seminar classes.
Analyze grade distribution in thesis classes.
Analyze juried exhibition notices from seminar students.
Analyze the findings of visiting outside artists.

D. Results of Evaluation
Findings: Over 90% of students earned a “C” or better in art studio classes (92% in the fall)
Recommendation 1: Studio art classes will be monitored to see if curriculum adjustments need to be made.
Recommendation 2: Seminar classes will be monitored to see if curriculum adjustments need to be made.
Recommendation 3: Thesis work will be monitored to see if curriculum adjustments need to be made.

E. Use of Evaluation Results
Response: Studio classes will continue to be monitored and courses will be re-examined if students do not meet the minimum score of the grade of “C”.
Seminar classes will continue to be monitored and courses will be reexamined if students do not meet the minimum score or the grade of “C”.
Thesis work will continue to be monitored and courses will be re-examined if students do not meet the minimum score or the grade of “B”.

F. Assessment Team Members
Members: Ron Koehler, Chair, Pat Brown, Ky Johnston, Allison Melton, Bill Lester
APPENDIX IX

Major Area: Sculpture (Thesis)  Degree: BFA  Ron Koehler

A.  Learning Outcome:

1. Graduates will be familiar with a wide range of sculptural materials, techniques and methods of execution.
2. Graduates will create a body of work in sculpture that demonstrates technical ability while communicating ideas in written form under the supervision of a faculty thesis committee.

B.  Assessment Tools and Methods

Measure One: Grades earned in studio courses.

Measure Two: Grades earned in seminar and thesis courses.

Measure Three: Thesis exhibition will be evaluated by an outside artist in the form of an oral and written report. (This information will be passed on to the curriculum committee).

C.  Data Collection and Analysis

Data Collection Procedure: Grades earned will be collected by the department.

Analysis Procedure: Analyze grade distribution in studio art courses.
Analyze grade distribution in seminar course.
Analyze grade distribution in thesis course.

D.  Results of Evaluation

Recommendation: Studio classes are monitored and curriculum adjustments will be made to meet the needs of students.

E.  Use of Evaluation Results

Response: Studio art courses will continue to be monitored and courses will be examined if students do not meet the minimum score or grade of “C”.

Studio art courses will be examined and altered to meet the changing needs of students after graduation.

F.  Assessment Team Members

Members: Ron Koehler  Bill Lester
DELTA STATE UNIVERSITY- ART DEPARTMENT  
INTERNSHIP PROGRAM - RATING SCALE FOR INTERNS

STUDENT NAME:        ID#:  
COOPERATING FIRM:  
COMMENCEMENT DATE:          TERMINATION DATE:  

<table>
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<tr>
<th></th>
<th>EXCELLENT</th>
<th>GOOD</th>
<th>AVERAGE</th>
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<td>1. Originality</td>
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<td>8. Judgment and maturity</td>
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AN EVALUATION OF INTERN’S FITNESS FOR AND PROBABLE SUCCESS IN CHOSEN FIELD

1. Do you think this intern will be a success in Design?  
2. What strong points does this intern possess which would make for success in Design field?  
3. List any weak characteristics or shortcomings:  
4. Would you consider this intern for permanent employment on your staff?  (An affirmative answer will not commit you to employ him at any time, since that would depend on your needs and the intern’s plans for employment.)  
5. Additional comments:  

Please indicate the grade that, in your opinion, should be issued to this intern.

Signed______________  
Title______________  

Please return this form to William Lester, Chair, Dept. of Art, Box D2, Cleveland, MS  38733  PH: 662-846-4720  
FAX: 662-846-4726
Sophomore Portfolio Review

Student______________________________

Portfolio Review Date__________________

Art major interest:  
1. ____________________________
2. ____________________________
3. ____________________________

Areas to be discussed and reviewed:

1. Representative work and presentation
2. Quality of general art work
3. Aptitude for this field of work (Based on faculty contact in courses taken.)
4. Creativity and Content
5. Art History Writing Assignment

☐ passed ☐ resubmit

If asked to resubmit portfolio, please come for an interview with review committee.

time______________
date______________

Faculty Review Committee
__________________________
Delta State University
Department of Art

Senior Portfolio Review for Graphic Design

Student ____________________________

Evaluation Made ____________________ Based on Portfolio Review

GRADING SCALE
A=4  B=3  C=2  D=1  F=0

1. Portfolio: (scores reflect skills displayed in the following areas)
   a. concept ........................................ 1a. _______
   b. typography .................................... 1b. _______
   c. design .......................................... 1c. _______
   d. overall impact .................................. 1d. _______

2. Self-Promotion Campaign:
   a. concept ........................................ 2a. _______
   b. design .......................................... 2b. _______
   c. campaign components:
     A. folder and stationary package ........ A. _______
     B. website ...................................... B. _______
     C. creative component ....................... C. _______
     D. resume and cover letter ............... D. _______
     { 2c. _______

3. Overall Presentation: .......................... 3. _______
   (includes verbal communication and visual display)

   Review/Course Score: _______

Recommendations:

Faculty Review Committee

__________________________
__________________________
Delta State University Department of Art
Junior Portfolio Review for Graphic Design

Student ________________________________
Evaluation Made ________________________
Based on Portfolio Review. ________________________

GRADING SCALE
A + 4 B + 3 C + 2 D + 1 F = 0

1. Representative Work and presentation
   1. [ ]

   2. [ ]

   THIS GRADE IS COUNTED FOR FINAL AVERAGE
   3. [ ]

4. Aptitude For This Field Of Work
   Based on Faculty Contact In Courses Taken.
   4. [ ]
   Recommendations: ________________________
   AVERAGE ________________________

Faculty Review Committee ________________________
___________________________
___________________________
NEV/3 14 6/5A
Appendix XIV

Heidi M. Marston
170 Gore Street Apt. 419, Cambridge, MA 02141 • 817-460-0155 • heidi@heidimarston.com

Name and Address: Heidi M. Marston
170 Gore Street #419
Cambridge, MA 02141

Credentials:
Internationally Exhibiting Artist, Visiting Faculty of the Ph15 Foundation, Buenos Aires, Argentina, Published writer for Big Red and Shiny online arts newsletter, Boston University Arts Administration Publications Committee Chair.


Purpose of Visit:
Visiting Artist Lecturer and in class critiques with photo, film and video students

Description of Activities:

Monday 04/10:
In class critiques with Assistant Professor Robyn Moore’s, Fundamentals of Digital Video: 10 AM – 11:50 AM class. Viewed and discussed 6 students’ new projects and recently completed work. Covered ideas of content, visual association, methods and strategies through the medium of video. 15 min per student.

Monday 04/10:
In class critiques with Assistant Professor Robyn Moore’s, Documentary Photography: 1 PM – 2:50 PM. Viewed and discussed all students work. Covered ideas of formal issues, content, visual association, and methods of presentation for their final exhibition and goals for future work.

Tuesday 04/11:
Campus-wide invitational lecture in Holcomb-Norwood 151 with coffee and refreshments. 12:00 PM - 1:30. Gave formal lecture on my own work, my methods and mediums. Discussed how I chose my methods of presentation and why. Discussed the conceptual ideas behind my work and how the presentation and form of the work supports the ideas. Talked about my curatorial projects and working with underprivileged, economically and socially challenged youth. Discussed using artwork as a means of building community and awareness. Gave an overall synopsis of my views on my own work and why I have chosen to work in the arts. 1½ hr PPT presentation.

Tuesday 04/11:
Showed my own work in actual print form to group including students from both Asst Prof. Moore’s classes and Prof. Rushing’s classes. We discussed the use of various photographic outputs including several forms of digital and traditional photographic...
processes. Then in class critiques with Professor Kim Rushing's class at 1:40, Intro to Digital Photo class. Viewed and discussed all students work. Covered ideas of formal issues, content, visual association, and goals for future work.

Total number of student’s addressed/encountered/spoken to, etc.

Combined in class meetings: 35
Lecture attendance: 50

Strengths of program:

The faculty. While I have known the strengths of Robyn Moore for a number of years now, it is the support and collaboration with the other faculty that I had the pleasure of meeting that shows a dedication to the growth and development of the program. The openness and willingness to invite outside artists, to continually explore new methods (Kim Rushing’s sabbatical studies in digital processes) are all extremely positive to see in the works.

Suggestions for growth for program:

I do not know how the relationship is between the school and its wealthier community, but I would begin (please forgive me if this is already being done, but money is always the first thought) to invite them personally to exhibitions and film screenings to get them interested and possibly get donations. By hiring Robyn Moore you are already bringing in new contemporary artists. The most important thing for growth of a program is the dedication of the students and faculty. The more you support the acquiring of new materials and adding to the equipment available to the students the more serious they will become.

General comments

I have lectured in many places both in the US at places like Harvard and the Museum of Fine Arts but I enjoyed DSU more than either of those because of the warm welcome and the excitement of seeing a growing program as opposed to one that is so established that having visiting artists is common place. Thank you so much for the experience.
Appendix XV

Delta State University Art Department
Graphic Design Exit Interview

student name: __________________________
date: __________________________

Exit interviews are held with graduating seniors after completion of Art 468 (Internship). They are conducted as a way of assessing student progress and preparedness during the internship, but also provide valuable feedback about the design program and curriculum.

ABOUT THE INTERNSHIP:
Where did you complete your internship? (company name) __________________________ (city and state) __________________________

Who did you primarily work under? __________________________

What specific jobs/duties were you assigned during the internship? __________________________

What specific things did you learn during the internship? __________________________

What applications did you primarily use? (list in order of most to least used)
1. __________________________
2. __________________________
3. __________________________
4. __________________________

How well do you feel you were prepared for work during your internship?
☐ very well prepared: I had no problems adjusting to the work atmosphere
☐ well prepared: after a short time I felt relaxed in the environment
☐ prepared ultimately I felt relaxed, but it took a few weeks for me to feel comfortable
☐ not well prepared: I felt under prepared and ill at ease

If you feel you were not prepared, what do you think could have improved your readiness for the internship? __________________________

Do you feel your internship is a good contact for other students? ☐ yes ☐ no

What are your career plans (city you're hoping to find work, companies you're interviewing with, etc)? __________________________
ABOUT THE PROGRAM CURRICULUM:

List 5 strengths of the graphic design curriculum/program:

1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________
5. ____________________________

List 5 areas that could use improvement in the graphic design curriculum/program:

1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________
5. ____________________________