



Program Portfolio Art Program 2010-2011

Description of Program

2011-12: Students studying art at Eastern Oregon University explore a wide range of aesthetic, critical, historical, multi-cultural, and technical art experiences. The program offers a B.A. or B.S. in Art, while encouraging students to explore cross-disciplinary art forms and practices within a strong conceptual framework. The art faculty challenge and aid all students in developing a personal aesthetic and conceptual foundation intended to drive and define their personal vision and artwork.

The depth and breadth of the Art Program within the broader liberal arts experience prepares students for professional expertise in art education and studio art with an emphasis in portfolio development intended to make students competitive for graduate school admissions and other professional endeavors in the arts.

General Information: The ART program is an 83-credit major leading to the BA or BA degree, with 24 credits of foundations and common core, 9 credits of Art History, 30 credits of studio classes, 9 credits of independent study, and 12 credits of capstone studies including seminars and the senior thesis exhibition.

The Art program consists of 30-40 majors and 20-30 minors each year. In addition to preparing art majors for careers in the arts, art education, arts administration, and/or graduate study in studio art, the program also serves the institution through General Education courses. In fact, most of the students in art classes at any given time are general education students.

How Program serves the Mission of the University and needs of region

Our mission is to actively contribute to aesthetic and conceptual dialogue that is visual art, both on campus and throughout the region. Our students are offered a broad and diverse selection of artistic experiences designed to help them develop as critical thinkers and producing/participating artists, with a firm awareness of both historic and contemporary issues within the field. The Art program is vitally integrated not only in the General Education core but we also provide a large portion of the required courses in the Media Arts major and have service a large number of Art minors many of which are part of the Liberal Studies program.

Additionally, the Nightingale Gallery serves the local, regional, and institutional needs for cultural enrichment in the visual arts. The gallery provides exhibition opportunities for student artists as well as regional and national artists of excellence. It is considered the premiere exhibition space for contemporary art within the region. Given La Grande's relative geographic isolation the role of EOU's Art Program as advocate and facilitator of the visual arts is crucial for both our students and the region. In addition to the Art Program's on-campus role to promoting the arts within the region our faculty are actively engaged in the regional arts community. Art Faculty sit on the boards of the Union County Cultural Coalition, ArtsEast, The La Grande Arts Commission and The Union County Art & Culture Center to name a few. Our Faculty and students are also engaged in outreach for other area non-profits such as Shelter from the Storm. Each year art faculty and students throw, fire and glaze over 100 bowls that are used in the Shelter's annual Soup Supper fundraiser.

The world is increasingly saturated with visual imagery. Eastern Oregon is an area where interaction between communities or across continents is often conducted visually, though printed materials or an online presence. The need for mastery of this visual language, whether it be for use in a fine art

context or an entrepreneurial one, is of increasing importance. The art department serves as a guide to visual literacy, equipping students with the analytical ability to both decode and understand the imagery surrounding them, as well as hone their skills to employ this medium for their own means as an effective and engaging tool of communication.

The importance of visual art as a language and a means to express the human condition has been evidenced through history and within our contemporary culture. These ideas are also core to our program's vision. It is our intention to aid both majors and non-majors in a manner that will help them better understand the value of their own lives and of human potential. We strive to design courses and projects that allow students to experience how creative choices can enrich, broaden, and deepen their lives, community, and culture.

Recent Programmatic Changes

- Addition of a dry materials storage shed for the ceramics area
- Poster and website re-design in process
- New studio furniture
- Reorganization of Print studio to increase student workspace
- Added additional sections of Art 130 and 120 (Gen Ed courses)
- Adding more sections of Art 321our online APC course
- Developing an evaluation tool to for online and onsite Art course
- Evaluating the efficacy of our online offerings
- Maintaining continuity and efficacy of the program 2 replacement faculty
- Upgrade of the chemical recycling system in the photography darkroom
- Upgrade of the Nightingale Gallery’s track lighting system
- Nightingale Gallery using social media to reach a broader online audience
- Gained access to ArtStor image data-base for all students and faculty
- Further developed annual “Art Major Meeting”
- Updated the art webpage (www.eou.edu/art)
- Media Library Loan program moved to Pierce Library, and accessible for all art classes
- Eliminated concentrations
- Changed capstone courses from 2 to 3 credits
- Student Visual Arts League (art club) reinstated

Vertical Curriculum Mapping: ART (PLOs)

Course Levels	Benchmark/ Expected Standard of Performance	1 Content Knowledge (courses required of all majors)	2 Inquiry (courses required of all majors)	3 Communication (courses required of all majors)	4 Critical and Creative Thinking (courses required of all majors)	5 Applied and Integrated Learning (courses required of all majors)						
	<i>Program sets benchmark</i>											
400-Level	Program sets scale	All Art Courses		ART 407	ART 407	<table border="1"> <tr> <td>ART</td> <td>408</td> </tr> <tr> <td>ART</td> <td>411</td> </tr> <tr> <td>ART</td> <td>426</td> </tr> </table>	ART	408	ART	411	ART	426
ART	408											
ART	411											
ART	426											

300-Level	All Art Courses	ART 310 (Ceramics)	ART 307	ART 307	ART 307
		ART 321	ART 363	ART 360	ART 344
		ART 343		ART 364	ART 366
		ART 370		ART 392	ART 370
				ART 393	
200-Level	All Art Courses	ART 230	ART 204	ART 220	
		ART 240	ART 205	ART 290	
		ART 243	ART 206	ART 291	
		ART 260	ART 227		
		ART 270			
		ART 280			
		ART 285			
100-Level	All Art Courses	ART 120		ART 101	
		ART 130			

I. Program Objectives/Outcomes

Students who successfully complete the requirements for a B.S. or a B.A. Degree in Art will demonstrate the following outcomes:

- **Critical and Creative Thinking:** apply critical and creative thinking strategies to problem solving allowing them to demonstrate their knowledge of personal aesthetic and conceptual intentions as well as their work's relationship to various cultural contexts and historical and contemporary cultural perspectives
- **Inquiry:** foster intuition and imagination to develop intellectual curiosity and an ability to pursue self-directed problem-solving, using relevant research and expertise and appropriate materials and methodology. Recognize that a commitment to artistic endeavor can enrich and add meaning to an individual's life
- **Applied and Integrated Learning:** demonstrate an applied working knowledge of the elements and principles of design with an understanding of the relationship between conceptual intentions and formal choices. Exhibit in-depth skills in a broad range of disciplinary activities, and function professionally within the field of art
- **Communication:** evidence the ability to articulate the comprehensive role of the visual arts in society, and evidence the ability to effectively communicate in both written and verbal form.

II. Four-Year Assessment Cycle: ART

Year	Outcome to be Assessed
Spring 2009	Critical Thinking
Fall 2009	Communication
2010-2011	Inquiry and Applied Learning
2011-2012	Integrated Learning

III. Curriculum Assessment Plan

Year	Outcome	Course/Milestone Activity	Assignment/ Task (done by students)	Assessment Tool (to measure outcome)	Standards/Levels of Achievement
2010-2011	Inquiry and Applied Learning	Capstone: ART 411 Thesis show review	Artist statement, exhibition, final presentation	Capstone evaluation rubric # 2, 3	75% at 3,4,5

Degree Program Outcomes Assessment

2010-11

Degree Program: ART
Outcome Assessed: Inquiry & Applied Learning
Course / Activity: Art 411-Senior Exhibition

Summary of Assessment Results

Performance Criteria	Assessment Method	Measurement Scale	Minimum Accepted Performance	Results
Artist statement, exhibition, final presentation	Capstone evaluation rubrics, #2 & 3 embedded	1-5; % at 3,4 or 5	1-5; % at 3,4 or 5	100% at 3,4, or 5

Note: See "Supporting Documentation" tab or for detailed records of the summary. The assessment representative for each department must archive supporting student samples

Explanation of Assignment / Activity / Prompt

The rubric used for the critical thinking component of the art program assessment evaluates each student's performance in an hour-long individual review with all art faculty. Each student presents an artist statement and verbal defense of his/her culminating thesis exhibition. The rubric is filled out by each faculty member, and results are averaged. Additional written comments from each faculty member are returned to the student along with the numeric score.

Analysis of Assessment Results

The criteria is embedded in category #2, " Foster intuition and imagination to develop intellectual curiosity and an ability to pursue self-directed problem-solving, using relevant research and expertise and appropriate materials and methodology. Recognize that a commitment to artistic endeavor can enrich and add meaning to an individual's life" and category #3, "Demonstrate an applied working knowledge of the elements and principles of design with an understanding of the relationship between conceptual intentions and formal choices. Exhibit in-depth skills in a broad range of disciplinary activities, and function professionally within the field of art." Scoring is on a scale of 1-5, with 1=poor, 2=below average, 3=average, 4=above average, and 5=excellent. We expect 75% of our students to reach a score of 3,4, or 5. This year, 100% of the 10 Art 411 students reached this goal.

Category #2
40% @ 5 (excellent)

40% @ 4 (good)
20% @ 3 (average)

Category #3
20% @ 5 (excellent)
50% @ 4 (good)
30% @ 3 (average)

Closing the Loop: Strengths, Weaknesses, Conclusions, Recommendations

Strengths: The art program has a strong commitment to assessment, and has used the results to modify our program curriculum, outcomes, and assessment tools. Each faculty member provides detailed individual evaluation to each graduating senior, allowing for a clear understanding of the program's effectiveness. Conclusions: Fine tuning the capstone summary sheet to better reflect the capstone rubrics as was recommended by the earlier capstone assessment has created a more interconnected and harmonious system for assessing our graduates. Recommendations: We need to continue to develop a consistent data-storage system for Admissions reviews and Capstone reviews.

Eastern Oregon University

Spring 2009: Degree Program Outcomes Assessment

Spring
2009

Degree Program: ART
Outcome Assessed: CRITICAL THINKING
Course / Activity: SENIOR CAPSTONE EVALUATION

Summary of Assessment Results

Performance Criteria	Assessment Method	Measurement Scale	Minimum Accepted Performance	Results
Problem-solving and creative decision making	Capstone evaluation rubric, #5 embedded	1-5; % at 3,4 or 5	75% at 3,4,or 5	92%

Note: See "Supporting Documentation" tab or for detailed records of the summary. The assessment representative for each department must archive supporting student samples

Explanation of Assignment / Activity / Prompt

The rubric used for the critical thinking component of the art program assessment evaluates each student's performance in an hour-long individual review with all art faculty. Each student presents an artist statement and verbal defense of his/her culminating thesis exhibition. The rubric is filled out by each faculty member, and results are averaged. Additional written comments from each faculty member are returned to the student along with the numeric score.

Analysis of Assessment Results

The criteria is embedded in category #5, "Critical thinking skills and convergent/divergent thinking skills as applied to problem solving and creative decision making." Scoring is on a scale of 1-5, with 1=poor, 2=below average, 3=average, 4=above average, and 5=excellent. We expect 75% of our students to reach a score of 3,4,or 5. This year, 92% reached this goal. This is similar to past years. See detailed data on the next page.

Closing the Loop: Strengths, Weaknesses, Conclusions, Recommendations

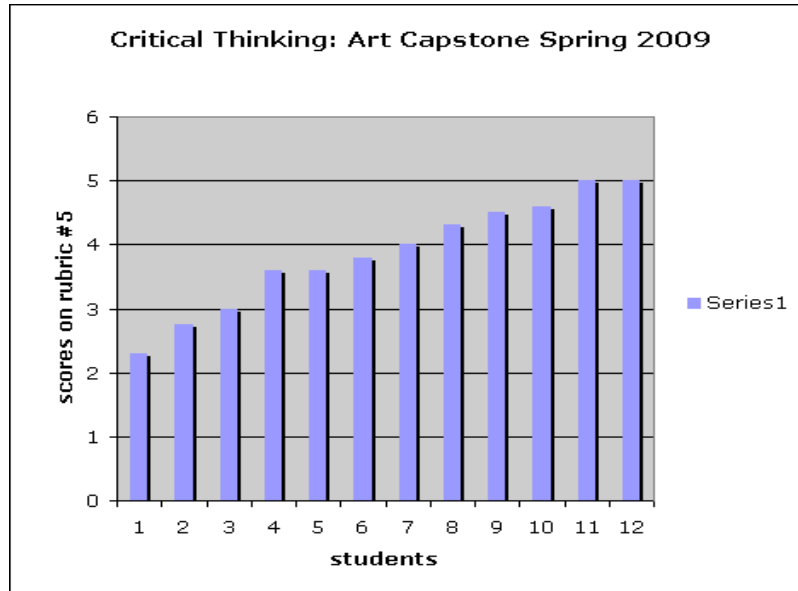
Strengths: The art program has a strong commitment to assessment, and has used the results to modify our program curriculum, outcomes, and assessment tools. Each faculty member provides detailed individual evaluation to each graduating senior, allowing for a clear understanding of the program's effectiveness.
Weaknesses: The capstone review summary sheet does not contain the detailed results from the rubrics, and doesn't mirror the admissions summary sheet.
Conclusions and Recommendations: Fine tune the capstone summary sheet to better reflect the capstone rubrics. Develop a consistent data-storage system for Admissions reviews and Capstone reviews.

V. Supporting Documentation: Art Capstone Evaluation Rubric

Criteria embedded in rubric category #5:

5. Critical thinking skills and convergent/divergent thinking skills as applied to problem solving and creative decision making

Excellent (5) Better (4) Average (3) Below (2) Poor (1)



Eastern Oregon University

Fall 2009: Degree Program Outcomes Assessment

Degree Program: ART
Outcome Assessed: COMMUNICATION
Course / Activity: SENIOR SEMINAR MIDTERM PAPER AND FINAL ORAL PRESENTATION

Summary of Assessment Results

Performance Criteria	Assessment Method	Measurement Scale	Minimum Accepted Performance	Results
evidence the ability to effectively communicate in both written and verbal form.	Assignment rubrics	1-5	75% at 3,4,or 5	100% at 3,4,or 5

Note: See "Supporting Documentation" tab or for detailed records of the summary. The assessment representative for each department must archive supporting student samples

Explanation of Assignment / Activity / Prompt

Midterm Paper: Five page paper discussing the relationship between the student's own studio practice and the work of two relevant contemporary artists. Sources must be cited in Chicago Manual style.

Oral Presentation: 20-minute slide presentation of student's work and influences

Analysis of Assessment Results

50% @ 5 (excellent)
45% @ 4 (good)
5% @ 3 (average)

Closing the Loop: Strengths, Weaknesses, Conclusions, Recommendations

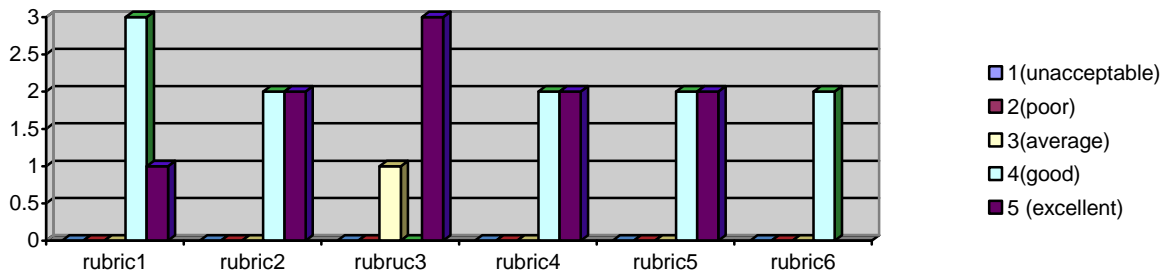
This year the senior seminar had an unusually low enrollment, due to a number of factors. However, the results seem comparable to past years.

V. Supporting Documentation: Rubrics

ART 407 Midterm Paper Assessment				
The author discusses two central interests that feed his/her work or might do so in the future, and makes a clear connection between the interests and the artwork.				
1 Unacceptable	2 Poor	3 Average	4 Good	5 Excellent
			III	I
The author effectively discusses two artists whose work relates to similar interests, and thoughtfully discusses the relationship between these artists and his/her own work.				
1 Unacceptable	2 Poor	3 Average	4 Good	5 Excellent
			II	II
The paper is well-structured, with a clear introduction, thesis, body, and conclusion.				
1 Unacceptable	2 Poor	3 Average	4 Good	5 Excellent
		I		III
The author uses language effectively.				
1 Unacceptable	2 Poor	3 Average	4 Good	5 Excellent
			II	II

ART 407 Presentation Assessment				
Effective Speech (clear enunciation, smooth flow of words, uses notes well)				
1 Unacceptable	2 Poor	3 Average	4 Good	5 Excellent
			II	II
Effective use of Images (at least 10 relevant and interesting images)				
1 Unacceptable	2 Poor	3 Average	4 Good	5 Excellent
			II	II

Graph of student achievement:



Key Programmatic Curricular Assessment Features

Admissions Review: Program outcomes are assessed for every art student. Art majors in the end of their sophomore or beginning of junior year are required to undergo an individual, outcomes-based Program Admissions Review with the entire faculty. Students are offered feedback both in person and in writing as to their strengths and weaknesses, and a graduation plan is discussed. The students receive copies of comments from all faculty, and the program keeps a copy on file.

Capstone: Program outcomes are assessed for every art student at the end of his/her degree program. Art majors participate in a capstone sequence consisting of two art theory seminars, one professional practices course, and a final senior thesis exhibition and review. The senior thesis review is an outcomes-based assessed critique of the student's work with the entire faculty. As in the admissions review, students receive copies of comments from all faculty, and the program keeps a copy on file. <http://www.eou.edu/art/SeniorExhibition0607/CodyBloom.html>

Assessment Pilot Studies: The Art Program has participated in three recent assessment pilot studies for General Education outcomes, including:

- Critical Thinking (Foundations of Visual Literacy)
- Inquiry (Beginning Drawing)
- Civic Engagement (Design I)

Programmatic Assessment: Synthesis and Recommendations

The ART program continues to be actively engaged with the assessment process. The art faculty continue to show a strong commitment to assessment within the art program, reflected by recent programmatic changes and adjustments.

Based on the data collected thus far the Art program would make the following recommendations for change:

- Increase Art History offerings and create a position for a full-time Art Historian
- Investigation of NASAD accreditation
- Look into creating a 5th year BFA program
- Enlargement of facilities
- Creation of a stable equipment and maintenance budget.*

*Our curriculum is to a degree driven and determined by facilities and funding. Based on the program's self-assessment and related reflection, we recognize that our program's effectiveness and potential for growth is limited by unstable funding.

Student Accomplishments

Art program students develop a cohesive body of artwork along with strong written and presentation skills that allow them to function in the visual arts world immediately upon graduation. For representations of these portfolios of art and writing please refer to the web links listed below.

Recent graduates of our program have gone on to pursue a terminal degree in Art at several prestigious graduate programs throughout the country including: Alfred University (Alec Schramek & John Lundak), Cranbrook Academy of Art (Devin Farrand), University of New Orleans (Aaron McNamee), The San Francisco Art Institute (John Townsend), The University of Delaware (Cody Bloom), Montana State University (Shannon Berg), Pratt Institute (Ken Girrard), Washington State University (Jo Topholm &

Mariah Boyle), Portland State University (Andy Myers), and Vermont College (Jaime Gustavson) among others. Many of these alumni also go on to receive prestigious awards such as the Daisy Soros Prize (Devin Farrand), partake in highly selective residencies such as the one run by the Sitka Center for Art & Ecology (Shannon Berg) and have their work reviewed in major publications such as *Art In America* (Andy Myers), *Creative Quarterly* (Jaime Gustavson, Andy Myers, Mariah Boyle) and the *New Orleans Times-Picayune* (Aaron McNamee) to name a few. Several of these graduates have also gone on to college teaching positions at EOU and OSU.

Many of our graduates also go on to study in the EOU MAT program and pursue careers teaching art at the high school level. By far the majority of art educators in eastern Oregon are graduates of our program. Alumni are teaching at the middle and high school levels in Union, La Grande, Pendleton, Hermiston, North Powder, Joseph, Vale and Cove among others. These alumni are often one of our program's best recruiting tools as these alumni stay in contact, make sure their student's participate in our annual high school student exhibition and portfolio scholarship reviews.

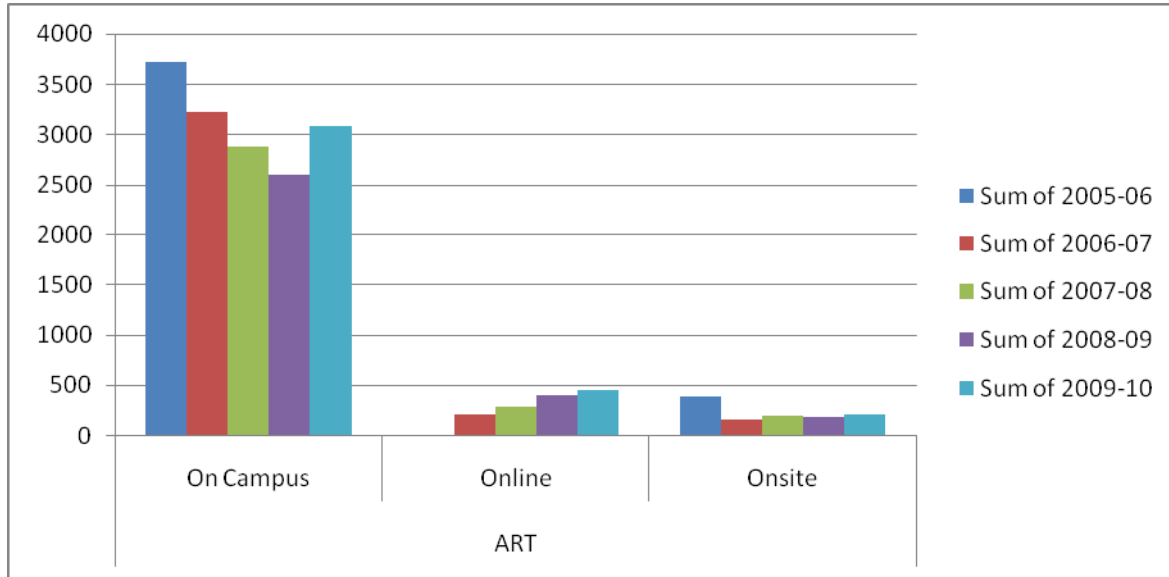
In addition to preparing students to go on to pursue graduate study many of our graduates successfully make the direct transition from the academy to the art world. Graduates have gone on to work as technicians and instructors at Bullseye Glass in Portland as well as several art-metal foundries throughout the region. Several of our grads have also gone on to make lucrative careers in the creation of public and private commission sculpture such as Jason Warner and Brenna Tyler with her new sculpture for the Pocatello Zoo. You will also find our graduates showing and selling their work in regional and national galleries. For example, Amy Poor has gone on to become a prominent name among wildlife painters in the U.S. Amy is also one of our program's grads, along with Jaime Gustavson, Brittney Singer, Don Gray, Jessie Street, Lisa Greif, Jo Topholm and Annie Eskelin, who have work in the permanent collection of the Grande Ronde Regional Medical Center. Others have found positions working with the Washington State Arts Commission and some have chosen to work together to open their own collective studio spaces such as the La Grande Waypoint Studios and art galleries such as the local Satellite Gallery both founded 4 of our alumni. Jo Topholm and Deborah Hoffnagle have also worked together to found the international Ink Spot print exchange in which over 300 artists from around the world participate each year. We are also proud to host the Ink Spot webpage and a biennial exhibition and sale of a selection of the prints to sustain the project.

<http://www.eou.edu/art/alumni/index.html>

Enrollment Program Performance

5 Year Student Credit Hours Generated by 'ART' Course Prefix

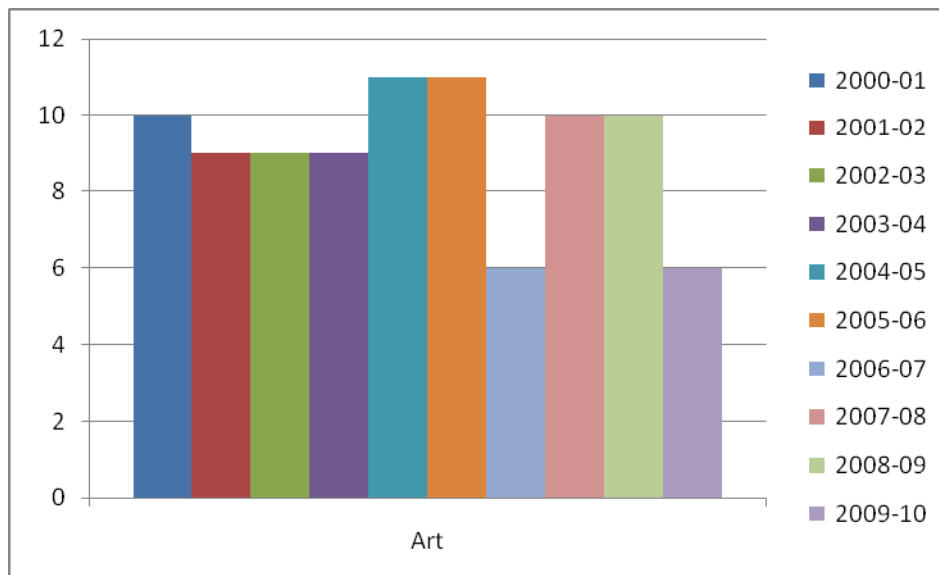
		Data				
Prefix	Campus	Sum of 05-06	Sum of 06-07	Sum of 07-08	Sum of 08-09	Sum of 09-10
ART	On Campus	3720	3228	2877	2609	3085
	Online	3	210	286	402	458
	Onsite	390	167	200	188	216
ART Total		4113	3605	3363	3199	3759
Grand Total		4113	3605	3363	3199	3759



Commentary on Enrollment and Graduate Trends

5 Year Graduation by Major

		Data									
Bachelors		00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10
Art		10	9	9	9	11	11	6	10	10	6
Grand Total		10	9	9	9	11	11	6	10	10	6



The Art program faculty would like to note that the numbers listed above do not account for students who have successfully completed all the requirements of the Art major but are left with a few graduation required credits outstanding. The program is actively pursuing a solution to this issue in order to get our majors their degrees.

Program and Course Scheduling Requirements

General Education and Service Course Schedule

FALL YEAR 1			FALL YEAR 2		
Course	Load Hours	Mean Enroll	Course	Load Hours	Mean Enroll
Art 101	4	58	Art 101	4	58
Art 120	4	20	Art 120	4	20
Art 130	4	16	Art 130	4	16
Art 204	3	32	Art 204	3	32
Art 260	4	16	Art 260	4	16
Art 270	4	16	Art 270	4	16
Art 280	4	18	Art 280	4	18
Art 290	4	15	Art 290	4	15
WINTER YEAR 1			WINTER YEAR 2		
Course	Load Hours	Mean Enroll	Course	Load Hours	Mean Enroll
Art 130	4	16	Art 130	4	16
Art 205	3	32	Art 205	3	32
Art 220	4	17	Art 220	4	17
Art 227	4	14	Art 227	4	14
Art 230	4	10	Art 230	4	10
Art 260	4	16	Art 260	4	16
Art 260	4	16	Art 260	4	16
Art 270	4	16	Art 270	4	16
Art 291	4	15	Art 291	4	15
SPRING YEAR 1			SPRING YEAR 2		
Course	Load Hours	Mean Enroll	Course	Load Hours	Mean Enroll
Art 101	4	58	Art 101	4	58
Art 120	4	20	Art 120	4	20
Art 206	3	32	Art 206	3	32
Art 225	4	15	Art 225	4	15
Art 227	4	16	Art 227	4	16
Art 240	4	11	Art 240	4	11
Art 270	4	16	Art 270	4	16

TOTAL 93 511

TOTAL 93 511

Major Course Requirements

FALL YEAR 1

Course	Load Hours	Mean Enroll
Art 101	4	58
Art 120	4	20
Art 130	4	16
Art 204	3	32
Art 260	4	16
Art 270	4	16
Art 280	4	18
Art 290	4	15
Art 310	15	15
(Form & Function)		
Art 330	8	8
Art 341	6	6
Art 365	13	13
Art 375	10	10
Art 407	12	12
Art 409	6	6
(Sell)		
Art 426	4	4
Peeke		
Art 426	5	5
Murrell		
Art 426	4	4
Johnson		
Art 426	6	6
Kaigler		
Art 426 Sell	5	5
Art 426	5	5
Plattner		

WINTER YEAR 1

Course	Load Hours	Mean Enroll
Art 130	4	16
Art 205	3	32
Art 220	4	17

FALL YEAR 2

Course	Load Hours	Mean Enroll
Art 101	4	58
Art 120	4	20
Art 130	4	16
Art 204	3	32
Art 260	4	16
Art 270	4	16
Art 280	4	18
Art 290	4	15
Art 310	15	15
(Form & Function)		
Art 330	8	8
Art 341	6	6
Art 365	13	13
Art 375	10	10
Art 407	12	12
Art 409	6	6
(Sell)		
Art 426	4	4
Peeke		
Art 426	5	5
Murrell		
Art 426	4	4
Johnson		
Art 426	6	6
Kaigler		
Art 426	5	5
Sell		
Art 426	5	5
Plattner		

WINTER YEAR 2

Course	Load Hours	Mean Enroll
Art 130	4	16
Art 205	3	32
Art 220	4	17

Art 227	4	14	Art 227	4	14
Art 230	4	10	Art 230	4	10
Art 260	4	16	Art 260	4	16
Art 260	4	16	Art 260	4	16
Art 270	4	16	Art 270	4	16
Art 291	4	15	Art 291	4	15
Art 307	2	12	Art 307	2	12
Art 310	4	15	Art 310	4	15
(Metal Casting)			(Metal Casting)		
Art 310	4	15	Art 310	4	15
(Int. Painting)			(Int. Painting)		
Art 310	4	13	Art 310	4	13
(Studio Photo)			(Studio Photo)		
Art 342	4	5	Art 342	4	5
Art 370	4	10	Art 370	4	10
Art 408	2	10	Art 408	2	10
Art 409	1	2	Art 409	1	2
(Murrell)			(Murrell)		
Art 426	1	4	Art 426	1	4
Peeke			Peeke		
Art 426	1	8	Art 426	1	8
Galloway			Galloway		
Art 426	1	4	Art 426	1	4
Johnson			Johnson		
Art 426	1	6	Art 426	1	6
Kaigler			Kaigler		
Art 426 Sell	1	5	Art 426 Sell	1	5
Art 426	1	5	Art 426	1	5
Plattner			Plattner		

SPRING YEAR 1

Course	Load Hours	Mean Enroll
Art 101	4	58
Art 120	4	20
Art 206	3	32
Art 225	4	15
Art 227	4	16
Art 240/340	4	11
Art 270	4	16
Art 304	4	10
(every other year)		
Art 310	4	12

SPRING YEAR 2

Course	Load Hours	Mean Enroll
Art 101	4	58
Art 120	4	20
Art 206	3	32
Art 225	4	15
Art 227	4	16
Art 240/340	4	11
Art 270	4	16
Art 310	4	12

(Ceramics)			(Ceramics)		
Art 343	4	8	Art 343	4	8
Art 360	4	14	Art305		
Art 364	4	16	Art 364	4	16
Art 380	4	10	Art 380	4	10
Art 391	4	15	Art 391	4	15
Art 409	1	3	Art 409	1	3
(Johnson)			(Johnson)		
Art 409	1	3	Art 409	1	3
(Plattner)			(Plattner)		
Art 409	1	3	Art 409	1	3
(Kaigler)			(Kaigler)		
Art 411	1	3	Art 411	1	3
Art 426	2	10	Art 426	2	10
Peeke			Peeke		
Art 426	1	4	Art 426	1	4
Murrell			Murrell		
Art 426	1	8	Art 426	1	8
Johnson			Johnson		
Art 426	1	4	Art 426	1	4
Kaigler			Kaigler		
Art 426 Sell	1	6	Art 426	1	6
			Sell		
Art 426	1	5	Art 426	1	5
Plattner			Plattner		

Staffing

Faculty: Doug Kaigler, Professor of Art; Peter Johnson, Associate Professor of Art; Cory Peeke, Director of the Nightingale Gallery and Associate Professor of Art; Jessica Plattner, Associate Professor of Art; Susan Murrell, Associate Professor of Art; Michael Sell, Assistant Professor of Art and Media Arts, and two part-time adjunct faculty.

<http://www.eou.edu/art/faculty/FacultyGalleryFrontPage.html>

Art faculty bios 2010-11

Professor Doug Kaigler has been a producing sculptor and teacher for over 35 years His work is driven by an ongoing intrigue with personal and cultural icons and their potential narrative interplay. His work has been exhibited throughout the United States and Japan.

Associate Professor Peter Johnson earned his MFA from The Pennsylvania State University and a BS in Environmental Science at Wheaton College. He has been a Resident Artist and Visiting lecturer at the Alberta College of Art and Design, Australian National University, and the Odyssey Center for Ceramic Arts. His work has been exhibited in Canada, Australia, and throughout the United States.

Associate Professor Cory W. Peeke received his BFA in painting from Kendall College of Art and Design and went on to complete his graduate work and receive his MFA from the University of Idaho. He has exhibited his work in numerous solo and group exhibits throughout the United States. His work has also been published in "The Monongahela Review" and "Creative Quarterly." His works are included in the collections of Lockhaven University, the International Museum of Collage, Assemblage and Construction,

the Grande Ronde Regional Medical Clinic, and the Solara-Simpson Housing Group of Seattle. He is represented by the Conrad Wilde Gallery of Tucson, Arizona and Gallery I M A in Seattle.

Associate Professor Jessica Plattner's narrative paintings reflect her love of art history and her interest in all kinds of stories: literary, cultural, and personal. Her work has been exhibited in solo, group, and juried shows in the United States, Mexico, Canada, and Italy. Plattner has been the recipient of numerous awards, including a Fulbright Scholarship to Mexico, a Vermont Studio Center Artist's Grant, a Skowhegan Fellowship at Skowhegan School of Painting and Sculpture, a University Fellowship at Tyler School of Art, and several Faculty Scholar awards from Eastern Oregon University. She received a BFA from Washington University School of Art in St. Louis, and an MFA from Tyler School of Art in Philadelphia.

Assistant Professor Susan Murrell earned her BA in printmaking from the University of Northern Colorado, and her MFA in painting from the Savannah College of Art and Design where she attended on an Artistic and Academic Merit fellowship. Her current creative interests explore the acquisition and recall of knowledge as well as the parallels between our analysis of the natural world and the scrutiny with which she views her creative process. She exhibits her work nationally, and has been awarded artist residencies at Yaddo, the Kimmel Harding Nelson Center for the Arts, and The New York Workspace.

Assistant Professor Michael Sell has lectured at conferences in the Midwest and Pacific Northwest on topics ranging from his art practice to Internet memes. His research includes investigations of memetics, the digital/analog aesthetic, and media-centric constructed imagery. He earned his BFA in studio art from Adrian College and his MFA in Photography from Kendall College of Art and Design.

Onsite/Online Faculty

Terry Gloeckler, Jo Topholm, Bruce Twitchell

Minimum Staffing Requirements

1) Current assessment of Faculty

Based on the current faculty, the following FTE are available:

Total: 5.267 FTE (5 tenure, .267 fixed term)

Cost Ratios

Load/Faculty On Campus

Based on the 2008-09 SCH, the ratio of SCH to faculty in ART Course Prefix is ---- Student load hours/---- FTE = ----- load hours per faculty member.

Total SCH: 3,199

ON Campus SCH: 2,609

ONLINE SCH: 402

ON SITE SCH: 188

SCH/Faculty ratios:

On campus (-----SCH/----- FTE) ----- SCH per faculty member

Summary Recommendations/Observations

The Art program is a strong program made up of a diverse collection of students served by an equally diverse and extremely dedicated faculty who are constantly working to strengthen the program, recruit and retain students, upgrade our facilities, and to provide one of the most in-depth and comprehensive visual arts educations available at any institution of this size.

Based on the program assessment thus far the Art program would make the following recommendations for change in order to better serve our students:

- Increase Art History offerings
 - This will better prepare students to pursue graduate degrees in the visual arts
- Create a position for a full-time Art Historian
 - This will allow for the institution of comprehensive art history offerings beyond our current survey
- Create a 5th year BFA program
 - This will help students by giving them the option of dedicating an extra year to the development of their portfolio making them better prepared and stronger candidates for both graduate school and commercial positions
- Enlargement of facilities
- Creation of a stable equipment and maintenance budget
 - As our curriculum is to a degree driven and determined by facilities and funding we believe stability in both these areas would add greatly to the program's effectiveness and potential for growth.
- A closer working relationship with admissions and marketing
 - This will allow us to better communicate and promote the strengths of our program to visual arts savvy audience. (working with University Advancement in the creation of a program flyer)
- Investigation into the feasibility of NASAD (National Assoc. of Schools of Art & Design) accreditation for the program.
 - This accreditation would give extra credibility to our art graduate's degrees
- Create a gallery presence in the downtown area to promote our students, alumni and their artwork to a wider audience.

Challenges

- Potential loss of the leadership of our most senior faculty member through retirement
- Creating a dynamic department website that promotes our program strengths in a visually engaging manner despite the reluctance of EOU marketing
- Seeking to help meet the need for Gen Ed APC courses for the projected 2/3 of the university's student body that takes courses solely.

Administrative Review of Program (Dean Marilyn Levine)

Administrative Assessment of program portfolios will consist of three areas of commentary: assessments conducted relating to student learning outcomes; comments on enrollment indicators; program goals and observations. If appropriate other observations will be offered.

1. Assessment of Program Outcomes:

The first assessment of capstone evaluations at the senior level – seems to be an in-depth assessment that demonstrates 95% of the students meet the performance expectations set in the rubric. This is an excellent pedagogical accomplishment. The creation of a database to store the admissions and capstone reviews should be considered. The database also could include visual/aural samples as well. My only suggestion here would be to give an example of the critical thinking displayed to help the reader understand critical thinking outcomes in art.

The second assessment needed more fleshing out of the realities of the assignment – (an example might have been helpful) and the implications. What do the differences in student performance mean for the program in terms of teaching issues?

2. Enrollment Indicators:

Although the number of graduates has remained relatively constant, the decline in student credit hours needs to be discussed in greater detail. The Art faculty wants to expand the program, but until the SCH rise to previous levels, this would be a hard case to make. I do think expanding courses such as Art History and focusing a bit more on general education or service courses would be recommended.

3. Program Goals and Observations:

The goals of the program are understandable – growth, BFA and accreditation. In addition, adding more stability to funding and facilities and more access to marketing are natural requests. The Art faculty are to be commended for their strengths in keeping alive a vibrant and exceptional art program. I say that because the students are trained in both the theory and practice of art and have consistently displayed wonderful pieces of art. Secondly, the Art faculty has been actively creating their own art and displaying them throughout the region, nation and world. Because of the community role that the Fine and Performing Arts plays in La Grande and the region, the collaborative spirit and civic engagement demonstrated by Art faculty and students is a positive accomplishment. They have not mentioned the regional services they have provided with the mural project, Shelter from the Storm, Ink Spot Exchange, and the Regional Medical Center, but these mean quite a bit to the community. Another component of the Art program that is crucial is the display of exhibits at the Nightingale and Hoke Art Galleries. I hope future portfolios will focus on this component and flesh out the biographies and expertise areas of the faculty. The faculty suffered a loss with the sudden death of Kathelene Galloway in printmaking. A talented and generous person, an outstanding teacher and mentor – Kat is a real loss to the entire faculty at EOU.

Other Observations:

As mentioned above, in terms of the development of the portfolio, I would recommend an expansion on the art faculty listings with short biographies and accomplishments mentioned. I also suggest they consider including some photos of art work or studio art in progress.