



## **Program Portfolio Art Program 2009-2010**

### **Description of Program**

**2008-10 Catalog:** 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, with three concentrations: 2-Dimensional Art (Painting, Drawing, Printmaking, Traditional Photography); 3-Dimensional Art (Sculpture, Ceramics, Installation); and Digital Art (Video, Digital Printmaking, and Digital Photography). These concentrations are similar to a major, 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.

**2010-12 Catalog UPDATE (planned):** Program description will be updated to reflect recent programmatic changes, including the elimination of concentrations within the major and the credit change for all capstone courses from 2 to 3 credits. These changes were made as the direct result of ongoing assessment within the program.

**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**

The Art program provides an on-campus gallery presence and opportunities for students to work closely with faculty and visiting artists in a variety of professional venues. Students receive professional training to become artists, art teachers, and to be able to apply their skills in many art and design related professions throughout EOU's service region. Students are also well-prepared to enter graduate programs leading to a Master of Teacher Education or a terminal Master of Fine Arts degree.

### **Recent Programmatic Changes**

- 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](http://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
- Planning new fundraising event "Exquisite Landscape" for spring 2010

- Student Visual Arts League (art club) reinstated

### 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
Spring 2009	Critical thinking, etc.	Capstone: ART 411 Thesis show review	Artist statement, exhibition, final presentation	Capstone evaluation rubric # 5	75% at 3,4,5
Fall 2009	Communication	Capstone: ART 407 Senior Seminar	Midterm paper, Slide Presentation	Course Rubrics	75% at 3,4,5
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
2011-2012	Integrated Learning		Exhibition, final presentation	Capstone evaluation rubric # 4, 7, 9	75% at 3,4,5

# 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

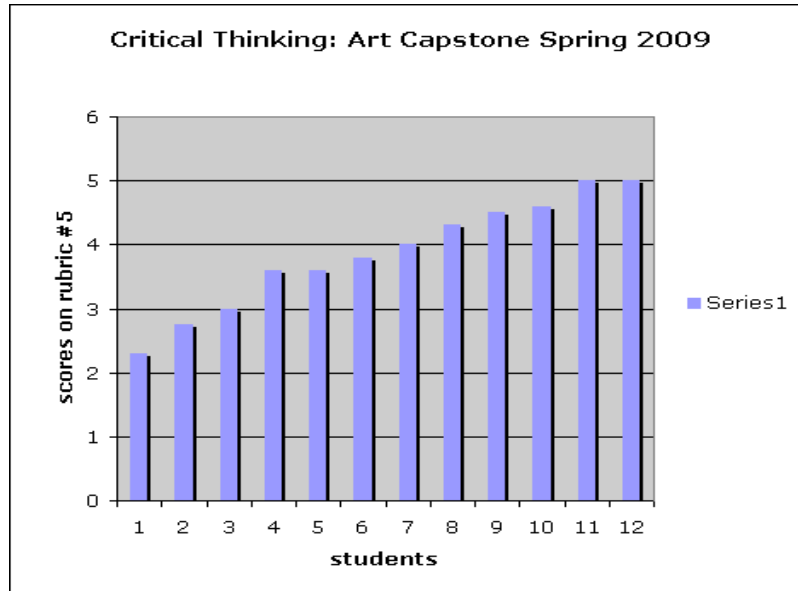
**Strengths:** The art program has a strong commitment to assessment, and has used the results to modify our program curriculum, outcomes, and assessment tools. Each faculty member provides detailed individual evaluation to each graduating senior, allowing for a clear understanding of the program's effectiveness.  
**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:** Finetune 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

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

### 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

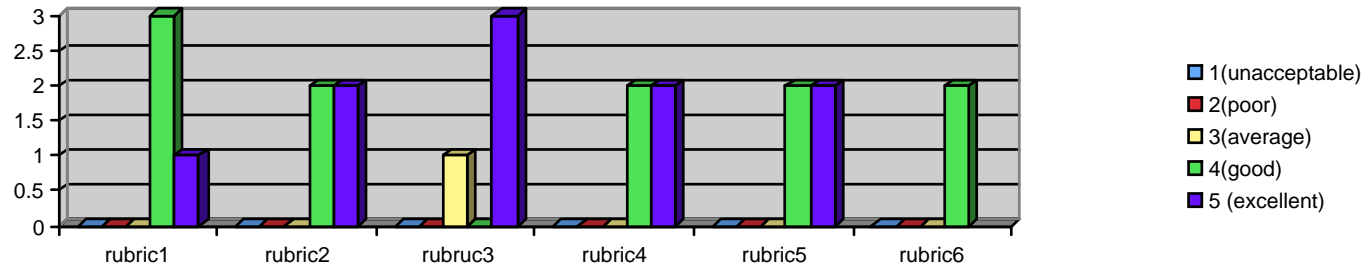
This year the senior seminar had an unusually low enrollment, due to a number of factors. However, the results seem comparable to past years.

**V. Supporting Documentation: Rubrics**

<b>ART 407 Midterm Paper Assessment</b>				
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

<b>ART 407 Presentation Assessment</b>				
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.

**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 5<sup>th</sup> 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, Loyola University, The San Francisco Art Institute, The University of Delaware, Montana State University, Pratt Institute, Washington State University, Portland State University, and Vermont College among others. Others have

chosen not to pursue a terminal degree but have instead devoted their energies into pursuing technical training through apprenticeships with artists such as Tom Dimond and attending the world renowned Pilchuck Glass School.

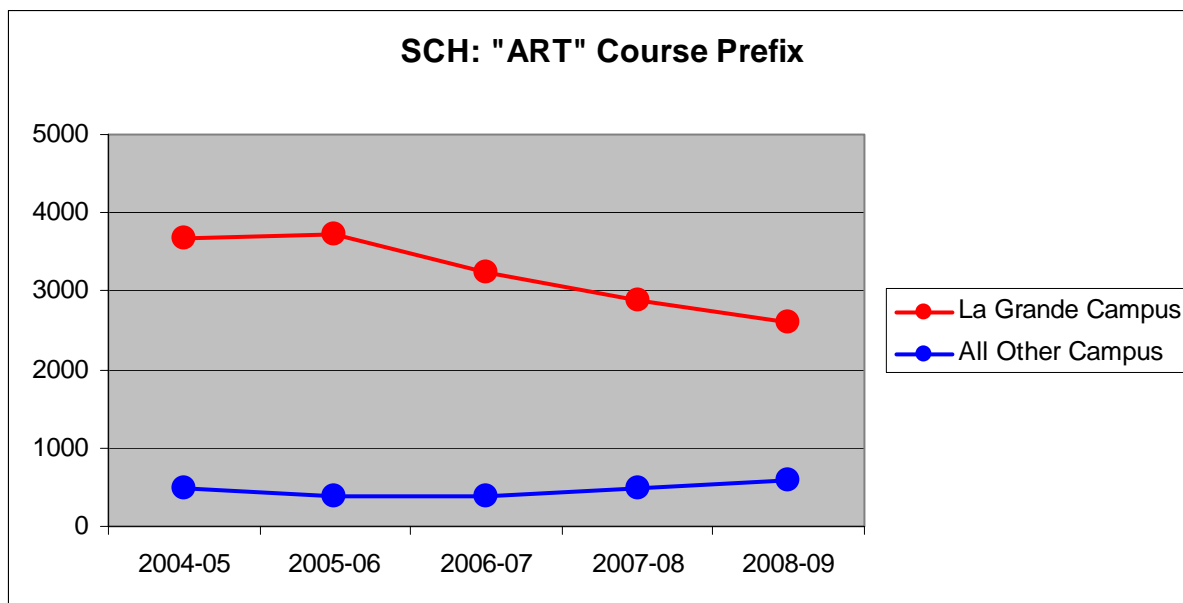
Many of our graduates also go on to study in the EOU MAT program and pursue careers teaching art at the high school level. These alumni are often one of our program’s best recruiting tools as these alumni stay in contact, make sure their student’s participate in our annual high school student exhibition 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 technician’s and instructors at Bullseye Glass in Portland as well as several art-metal foundries throughout the region. 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 founded and operated by 4 of our recent alumni.

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

### Enrollment Program Performance

#### 5 Year Student Credit Hours Generated by ‘ART’ Course Prefix



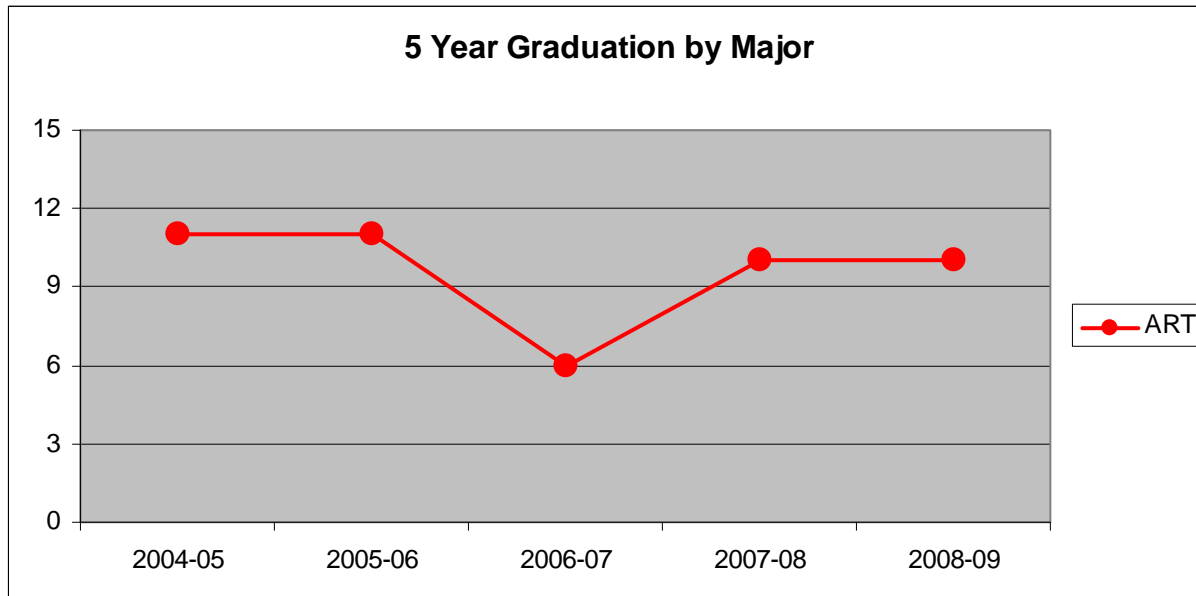
	2004-05	2005-06	2006-07	2007-08	2008-09
La Grande Campus	3681	3720	3228	2877	2609
All Other Campus	487	393	377	486	590

Total	4168	4113	3605	3363	3199
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\*SCH includes all terms effective end of term

## Commentary on Enrollment and Graduate Trends

### 5 Year Graduation by Major



	2004-05	2005-06	2006-07	2007-08	2008-09
ART	11	11	6	10	10

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

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

#### WINTER YEAR 1

#### 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

#### 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

#### 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
Galloway		
Art 426	4	4
Johnson		
Art 426	6	6
Kaigler		
Art 426 Sell	5	5

Art 426	5	5
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Plattner

WINTER YEAR 1

Art 375	10	10
Art 407	12	12
Art 409	6	6
(Sell)		
Art 426	4	4
Peeke		
Art 426	5	5
Galloway		
Art 426	4	4
Johnson		
Art 426	6	6
Kaigler		
Art 426	5	5

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

Course	Load Hours	Mean Enroll
Art 130	4	16
Art 205	3	32
Art 220	4	17
Art 227	4	14
Art 230	4	10
Art 260	4	16
Art 260	4	16
Art 270	4	16
Art 291	4	15
Art 307	2	12
Art 310	4	15
(Metal Casting)		
Art 310	4	15
(Int. Painting)		
Art 310	4	13
(Studio Photo)		
Art 342	4	5
Art 370	4	10
Art 408	2	10
Art 409	1	2
(Galloway)		
Art 426	1	4
Peeke		
Art 426	1	8
Galloway		

Art 426	1	4
Johnson		
Art 426	1	6
Kaigler		
Art 426	1	5
Loewen		
Art 426	1	5
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 (Ceramics)	4	12
Art 343	4	8
Art 360	4	14
Art 364	4	16
Art 380	4	10
Art 391	4	15
Art 409 (Johnson)	1	3
Art 409 (Plattner)	1	3
Art 409 (Kaigler)	1	3
Art 411	1	3
Art 426 Peeke	2	10
Art 426 Galloway	1	4
Art 426 Johnson	1	8
Art 426 Kaigler	1	4
Art 426 Sell	1	6
Art 426 Plattner	1	5

Art 426	1	4
Johnson		
Art 426	1	6
Kaigler		
Art 426	1	5
Loewen		
Art 426	1	5
Plattner		

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 (Ceramics)	4	12
Art 343	4	8
Art 305		
Art 364	4	16
Art 380	4	10
Art 391	4	15
Art 409 (Johnson)	1	3
Art 409 (Plattner)	1	3
Art 409 (Kaigler)	1	3
Art 411	1	3
Art 426 Peeke	2	10
Art 426 Galloway	1	4
Art 426 Johnson	1	8
Art 426 Kaigler	1	4
Art 426 Sell	1	6
Art 426 Plattner	1	5

## **Staffing**

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

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

### Onsite/Online Faculty

Terry Gloeckler, Margaret Graham, 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 5<sup>th</sup> 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.
- 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

### **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.