

Outcomes Assessment Report and Plan for Fine Arts
2008 – 2009

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I. NMHU Mission

NMHU is a diverse comprehensive university serving the global community by integrating education, research, public service, and economic development, while celebrating our distinctive New Mexico cultures and traditions. We achieve this through a University-wide commitment to quality student-centered education.

II. Program Goals

Departmental Mission Reference for Communications and Fine Arts

"...Cultivation of the human mind and spirit...Faculty and staff readily interact with students...relate to the rich heritage of Hispanic and Native American cultures that are distinctive to the State of New Mexico...Excellence in teaching, discovering, preserving and applying knowledge...Develop broadly literate students and leaders, educated in analytical and critical thought and in the appreciation of the arts and sciences."

1. To inspire students to make creative and expressive ideas the foundation of their lives and in their work, which is the essence of the "cultivation of the human mind and spirit."
2. To provide opportunities for students to work closely with faculty and staff in its academic courses, thus demonstrating that "faculty and staff readily interact with students."
3. To incorporate appropriate elements from northern New Mexico's artistic, theatrical, and musical culture in its courses, its production, and its presentations which relate to the "rich heritage of Hispanic and Native American cultures of the State of New Mexico."
4. To prepare its students for an active professional life in each discipline through the knowledge, creativity, teaching skills and dedication of its faculty and staff, showing "excellence in teaching, discovering, preserving, and applying knowledge."
5. To develop knowledge and skill, literary and historical backgrounds, and ethical applications of communication and the arts, in order to "develop broadly literate students and leaders, educated in analytical and critical thought and in the appreciation of the arts and sciences."

III. Student Outcomes

For Art Students:

1. Creativity, Originality and Expressiveness

The student is expected to demonstrate clear signs of solving artistic problems through original, creative and expressive means. The student completed artwork in a way which transcended mechanical or technical instruction and demonstrated genuine thought and feeling in its execution.

2. Diversity:

The student is expected to demonstrate diversity in his/her ability to solve a wide range of artistic problems. Diversity may be exhibited in the areas of technique, style, and in some cases, choice of media.

3. Knowledge of Style and Artistic Unity:

Concerns of this category include aspects of unity between the message of each art piece and the design of that piece. The student is expected to demonstrate a clear understanding and use of appropriate style that is congruous with the root ideas of each presented piece of work. Aspects of style and unity may exhibited in the student's interpretation of artistic variables such as composition, scale and syntax.

4. Technical Competence:

The student is expected to exhibit skill and control of the elements appropriate to the media/s he/she has chosen. Innovation in the use of customary techniques is encouraged.

5. Presentation and Aesthetic Content:

The student is expected to demonstrate a complete and mature understanding of the aesthetic content of each piece in relationship to his/her entire oeuvre. In this context, the student is expected to present his/her work in a public exhibition in an effective manner.

6. Motivation and Self-Discipline:

The student is expected to demonstrate motivation and self-discipline in the planning, preparation and execution of the final portfolio. The student did not rely excessively on the assistance of others and displays an eagerness to fulfill the requirements of his/her major exhibit.

7. Competence in Collaborative Situations;

The student is expected to demonstrate competence in collaborative situations. This may be demonstrated in the student's cooperative performance in the art studio, gallery and/or technical workshop setting.

8. Ability to Assess Own Growth and Development:
The student is expected to show a thorough and mature understanding of his/her growth and development. This awareness includes the internal sense of achievement with a knowledge of his/her strengths and weaknesses.
9. Capacity to Give and Receive Critique:
The student is expected to show an individual capacity to use the criticism of others concerning creative, technical, aesthetic and stylistic concerns, and incorporate these, when appropriate, into the final exhibition. The student is also effective in his/her ability to give comments and criticism to others.
10. Understanding of Professional Practices:
The student is expected to demonstrate a thorough understanding of professional practices in the presentation of his/her final exhibit and portfolio. These practices may be evidenced in the quality of slides, artist's statement, exhibition presentation and professional portfolio.

IV. Means of Assessment

Method - Students receiving a B.F.A. degree in Fine Arts are required to hang an exhibit of their work for public display in a gallery setting. Studio courses are used to prepare artwork for the exhibit. Two capstone courses, one called Senior Colloquium (2 credit hours) and the Senior Exhibit Course (1 credit hour) are dedicated to making the final presentation for assessment by two full time faculty members.

A. Senior Colloquium - in this course, students prepare their final portfolio, photograph the work, produce an artist's statement and give a public lecture using these materials. Full time faculty are present for the lecture and offer preliminary comments and questions to the student afterward.

B. Senior Exhibit - the student hangs the exhibit consisting of the portfolio, exhibit announcement and artist's statement. An exit interview is held in the gallery with the student and two full time members of the CFA Department faculty.

Student Outcomes criteria:(refer to III)

Criteria - The Categories for Evaluation in Art Studio form is used as a primary tool for outcomes assessment. Ten categories have been established and are assigned a number from 1 - 5, 5 being the highest. Students are expected to perform at a 3 or better in each of the ten categories (see III.) An overall score of 30 is considered "adequate".

This tool is used as a guide in creating course syllabi in the Fine Arts area of The Department of Communications and Fine Arts. The form is often discussed in the beginning of the semester in art studio courses so that students develop an understanding of the standards of art production in the academic environment.

1.A. Creativity, Originality and Expressiveness:

The student is expected to demonstrate clear signs of solving artistic problems through original, creative and expressive means. The studio course instruction challenges the student to solve assigned projects in ways that most closely express the individual thought or emotion of the student.

2.B. Diversity - The student is expected to demonstrate diversity in his/her ability to solve a wide range of artistic problems. Art History courses inform the student of various solutions to solving expressive intent. They are expected to produce work in studio classes that seeks to create a range of expression thus demonstrating a knowledge of diversity.

3.C. Knowledge of Style and Artistic Unity:

Concerns of this category include aspects between the message of each art piece and the design of that piece. Students are exposed to this history of art through slide presentation. Through these lectures the students receive instruction as to the design and the message of art works as it pertains to its cultural context. The studio courses hold "critique sessions" in order to derive grades. The assignments of the courses seek to inform the student in a kinesthetic manner as to the image and the message of the work.

4.D. Technical Competence: The student is expected to exhibit skill and control of the elements appropriate to the media chosen. The studio courses support an emphasis on technical skill building through classes offered with professionals in specific mediums. Specific skill training assignments are given to develop the student's abilities.

5.E. Presentation and Aesthetic Content: The student is expected to demonstrate a complete and mature understanding of the aesthetic content of each piece in relationship to the student's overall artistic direction. The student is expected to use the experience of group gallery exhibits held in the art department every semester as a developmental tool prior to the Senior Exhibit. The experience is expected to assist the student in understanding how their work relates to others as well as how an individual idea or expression can develop into groups of ideas and expressions within their life-long careers.

6.F. Motivation and Self Discipline: The student is expected to demonstrate motivation and self-discipline in the planning, preparation and execution of the final portfolio. Each student is required to produce drawings in a notebook and to explain their thought processes via drawings in class critiques. Proposal writing is an aspect of upper level studio courses in which each student outlines the materials and their uses in the work proposed. It is expected that the student will develop the ability to create art beyond an assisted environment.

7.G. Competence in Collaborative Situations: The student is expected to demonstrate competence in collaborative situations. Course work in studio classes often calls on the student to produce work with others to create art that is environmental or pertains to a group theme. The student group exhibits offer the opportunity to work with peers in what can be a very social undertaking. 8.H. Ability to Assess Own Growth and Development: The student is expected to have a thorough and mature understanding of his/her growth and development. The critique sessions in studio courses are designed to help the student develop an awareness of individual weaknesses

and strengths. Critiques often offer the student a number of variations for solutions to perceived challenges.

9.I. Capacity to Give and Receive Critique: The student is expected to show an individual capacity to use the criticism of others concerning creative, technical, aesthetic and stylistic concerns, and incorporate these, wherever appropriate into the final portfolio. Studio critiques exposes the student to the ideas of not only their professors but also to that of their peers. All students are required to offer critical review to classmates during these sessions.

10.J Understanding of Professional Practices: The student is expected to demonstrate a thorough understanding of professional practices in the presentation of the final exhibition. These practices are addressed in course work prior to the final exhibition. A knowledge of these practices is demonstrated by professors, visiting artist lectures, technical workshops, exhibits held on campus in two galleries, and by site visits to galleries and workshops located off campus.

Type of Data - A file is kept containing data from course work. It also includes the artist statement, a CD of images used for the exhibit and lecture, and two copies of the Category for Evaluation in Art Studio which is used as exit interview documentation. The evaluations were studied and discussed with the student during the exit interview held in the gallery at the final exhibit. The achievements and challenges of the work are discussed in detail prior to the graduation of the student.

V. Summary of Data Results

Each student evaluation was studied and summarized in the Categories for Evaluation in Art Studio form. The results are described by the ten categories on the form. A summary score for is given for the evaluation for each student. A student must receive at least a 3 in each category in order to be considered as maintaining acceptable standards. A 4 or better is required overall in order for the student to receive a strong recommendation for graduate work.

Summary Outcomes Assessment data from 2008 - 09

Student Evaluation by faculty:

Four (4) graduating with B.F.A. degrees

Two (2) received 4.5 to 4.75 the highest scores of any student since 2003

One (1) received 3.5

One (1) is currently incomplete and will be evaluated in August of 2009

Post Graduation Activities of BFA Exhibit students 2008 – 09

One student began teaching children the Monday after graduating. She has been invited to apply for graduate work at the University of Minnesota, but has decided to wait a year before entering graduate school.

One has embarked on a free lance career.

Two are incomplete on course work for their degrees. They intend to finish by December of 2009.

The individual areas of evaluation were studied to reveal that most of the scores were considered acceptable or excellent. However, it is noted that this group of students has scored better than students in the past. This may be evidence that the peer group of art students has been promoted more effectively. This was achieved by strengthening the activities of the student art club. By fostering this group activity the students have been able to motivate one another and create an atmosphere of “friendly competition” and helped to spur each other on to be more productive and responsible in the completion of their course work and ultimately improve the final exhibit.

Comments related to the Exit Interview Questionnaire:

All students expressed satisfaction with their choice of major and cite that they see the world differently because of their study of art. All felt that they were challenged.

All believe that their professors were knowledgeable and willing to share ideas, time and energy with them. Two would like to see more students enrolled as majors as does the institution. One student cited their desire to see more professors.

Without exception, students feel that the condition of the building (Burriss Hall) greatly affected their performance. Each has stated that the improvements have helped them in their studies. Further comments praise the adequate studio space that they were given to produce their exhibitions.

Two noted that they would like to see some additions to the Art History curriculum and cited a need for subjects concerning very current material. One felt that the program should offer more studio courses that integrate with the performing arts.

VI. Use of Results from Program Data

After careful consideration of evaluation forms and conversation with students the faculty concludes that a greater emphasis should be placed on expanding the curriculum and the full time faculty. The seminar course topic has been focused on more current artwork in the offering of Art Since 1945. A course called Contemporary Sculpture has been added to our offerings as well. This has improved the understanding of art in its present state.

The program has also offered courses in Mixed Media and workshops in mobile printing and encaustic painting.

Also, a greater effort to exhibit contemporary artists in the department gallery has been made a distinct difference in informing students of work being currently produced in the world as well as the nation and region. Students have participated in group exhibits in conjunction with visiting artist exhibits and exhibits featuring students from throughout the region.

The building has become more functional with a new roof, air conditioning system and gallery renovation. This has improved the overall mood of the program tremendously.

VII. Plan for the use of Results:

1. The assessment of Bachelor of Fine Arts graduates revealed that the quality of our student's work is improving. Even so, the faculty expect a greater performance in category number five, which states, "5.E. Presentation and Aesthetic Content: The student is expected to demonstrate a complete and mature understanding of the aesthetic content of each piece in relationship to the student's overall artistic direction. The student is expected to use the experience of group gallery exhibits held in the art department every semester as a developmental tool prior to the Senior Exhibit. The experience is expected to assist the student in understanding how their work relates to others as well as how an individual idea or expression can develop into groups of ideas and expressions within their life-long careers."

The students of 08 – 09 demonstrate a need for a better understanding of aesthetic content of each piece in relation to the overall direction of their work. It is believed that students will gain from an increase of gallery exhibits from both, students and professional artists. The more examples of aesthetically cohesive work that they experience should improve the student's ability to see that cohesion in their own work.

2. Improvements were noted in category number three, Knowledge of Style and Artistic Unity, which states, "3.C. Knowledge of Style and Artistic Unity: Concerns of this category include aspects between the message of each art piece and the design of that piece. Students are exposed to this history of art through slide presentation. Through these lectures the students receive instruction as to the design and the message of art works as it is pertains to its cultural context. The studio courses hold "critique sessions" in order to derive grades. The assignments of the courses seek to inform the student in a kinesthetic manner as to the image and the message of the work."

An understanding of the aesthetic content of the student's artwork can be improved by exposing the student to various art forms currently in place. That is, a greater emphasis on contemporary art can help our students to understand where their art fits into the various strata of modern aesthetics. The Seminar in Art course is intended to be a mechanism that addresses this kind of issue in that the content of this course changes from year to year. The department will offer greater access to the seminar topics of contemporary art by creating internet and ITV courses. This will expose the student to art made by those who are living and working in the cutting edge art markets in the world. Students will submit papers written about the work that they see on the tour. By exposing the student to a relevant art market they may gain a fuller understanding of their relationship to other artists working in the world today. The advanced studio courses will include presentations by each student on artists that are working in the current art market.

3. The Bachelor of Arts degree is built into the Bachelor of Fine Arts degree in that it shares all the same courses but has fewer requirements. There have been very few persons graduating with the degree over the past decade and they have been difficult to track because there is no official capstone course. The department will assess these students in the future by noting the accumulated knowledge of three upper level courses. The coursework to be reviewed will be from 19th and 20th Century Art History, Art History I and Art History II. The student will be expected to receive a "C" or better for

these courses. Discussion will continue as to how we may better track and assess Bachelor of Arts students in the art area.

4. The condition of Burris Hall has improved dramatically over the past year. It has created a healthy and positive attitude in all the classes. The program hopes to continue to improve the environment by producing artwork for the spaces and by making slight remodeling to the interior (given the resources.) In other words, we will decorate.

5. The Fine Arts program lost two full time tenure track positions during a period of financial exigency. Although the institution has regained economic health, only one of the positions lost during that time has been restored which has forced the program to rely on part time personnel. Students in the program and those that inquire note the lack of full time tenure track professors and are understandably suspicious of the stability of the program.

The program has written a request for more faculty and eagerly awaits a decision or advertisement from the administration.