Art BA Annual Assessment 2020-2021

Contents

Annual Assessment 2020-2021

Art BA

Program Profile

Program Mission Statement
Please insert your program mission statement here

The Bachelor of Arts program prepares students for both professional and higher educational opportunities in the art world. BA students gain a solid foundation in a variety of art processes and techniques, along with an understanding of the arts from both an historical and a cultural perspective. Students have the opportunity to combine this major with specific minors (such as education, business, psychology, or art therapy), to achieve versatility and marketability. Students select one of three areas of concentration: graphic design, studio art, or photography.

Program Data

Delivery Method

Traditional On Campus (selected)
Online
Hybrid

Students Majors 2019-2020	**Student Minors 2019-20**
10	13

Student Majors 2020-2021	**Student Minors 2020-2021**
13	16

Concentrations 2019-2020
If your program contains concentrations, please list the concentrations and the number of students identified within each concentration.

8 Art BA undergrad students.

4 Photography
4 Art Education
1 Studio Art
The reason the breakdown adds up to 9 is that one student has concentrations in both Photography and Art Education.

(Written 5/12/21: impossible to compare numbers to previous years due to restructuring of the program. Graphic Design used to be assessed separately from Studio Art. Now they are assessed together and the break down is just BA and BFA)

Concentrations 2020-2021
If your program contains concentrations, please list the concentrations and the number of students identified with each

concentration.

7 Graphic Design
5 Studio Art/ Art Education
1 Photography

Minors (also listed in the BFA assessment):
12 Art
4 Art Therapy

Student Demographics

What are the program goals for student retention, persistence and degree completion? What do the persistence numbers mean to the faculty in the program? Are your persistence numbers what you expected? If not, how could the numbers be improved?

The Art Department developed a new curriculum that began in the Fall 2020 semester to cater to the needs of current students. New courses in Art Therapy and Museum & Gallery Studies provide strong career preparation. All majors are now required to take computer art courses, which is vital for any career in the arts.

As the current faculty members are all relatively new to the program, it is difficult to state if our persistence numbers are what we expect. In our experience we have found recently that weaker students do not continue in the program. We have also noticed that it was hard to retain students who wanted a program with more rigor. One goal we have for this program is to provide a balance - to give the stronger students a rich learning environment while still providing opportunities for the weaker students to succeed and thrive. We are pleased to report a slight increase in both majors in minors in our program this year as compared to 2019-2020, especially since this was a COVID year. We strive for continued growth through our recruitment, attention to the individual needs of each student, and maintaining current teaching content/practices.

Optimal Enrollment

Considering current human and physical resources, what is the optimal enrollment for the program?
 25

Is the Program Externally Accredited

Yes
No (selected)

External Accreditation

Name the Accrediting Agency or entity including the last review/approval. Is there an accrediting body for the field of study? If yes, what is the name of the group. Is the program seeking accreditation? If no, why?

Our program is looking into NASAD (National Association of Schools of Art and Design) accreditation.

Marketing Materials

Please reflect on the current marketing materials used for the program. Detail what documents you are reviewing and attach a screenshot of any webpages or materials that you cannot include as a document. What changes, if any should be made to the material? Are there recommendations for how or where to market the program?

The WWU marketing department has developed a new print flyer to reflect the upcoming changes to our program, see the attached brochure. The WWU website has been updated to reflect curriculum changes to the BA and BFA degrees. It now includes information about each concentration area - graphic design, studio art, and photography. The Art Department also has an Instagram account: instagram.com/williamwoodsart and a Facebook
page: https://www.facebook.com/William-Woods-Art-Department-100764661827025

The WWU marketing department has also developed a booklet featuring the art and theatre programs. We anticipate it will be published in the fall once we have our new Graphic Design faculty member.

Marketing Material

031119_309_Fine_Arts_Program_Sheet_proof.pdf

Program Assessment

Standard/Outcome

Identifier	Description
WWU2016.1	Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery.
WWU2016.2	Ethics: Students will exhibit values and behaviors that address self- respect and respect for others that will enable success and participation in the larger society.
WWU2016.3	Self-Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions.
WWU2016.4	Lifelong Education: Students will possess an intellectual curiosity and desire for continual learning both within and beyond formal education in preparation for participation in a global society.

Additional Standards/Outcomes

Identifier	Description
ART 2020.1	Recognize the elements and principles of design in your own and others' artworks. Demonstrate an understanding of these elements and principles in a variety of media.
ART 2020.2	Produce a body of visual artworks demonstrating knowledge of processes and techniques relevant to a variety of art forms.
ART 2020.3	Identify and articulate the significance of major periods and works; in the history of art, and from various times and cultures.
ART 2020.4	Demonstrate critical analysis applied to your own artwork, and to that of others, using the appropriate artistic language.
ART 2020.5	Demonstrate the systematic development of an aesthetic philosophy and original vision.
ART 2020.6 BA	Reflect on the relationship of art to other disciplines; in both historical and cultural contexts.

Alignment to the University Objectives
Please discuss the program alignment to the University Objectives. We do not need an artifact for each objective, but a discussion on how the program uses the Institutional Objectives as an anchor for their program curriculum.

Major Field Competence: Coursework is designed to develop the following: tangible skills using physical and digital tools (such as Adobe Creative Cloud), traditional studio practice, and methods of planning for and creating art. Studio classes prepare students for a creative profession by mirroring industry standards. The overarching goal is for students to familiarize themselves with the art terminology and techniques, and to use the art program as a foundation for their future careers, such as advanced training in graduate programs (such as museum studies and art therapy), and for employment in graphic design-related fields and museums. The Art Department curriculum makes connections between course content, contemporary culture, student experiences, and other disciplines.

Ethics: The program emphasizes the importance of linking the appropriate use of materials with an understanding of conceptual and societal issues, and an ability to view art from an historical context. For example, in Photography History, students create an "awareness" photomontage in the style of Hannah Höch or John Heartfield related to a particular event or contemporary issue (environmental, health, conflict, political, etc.) This is following discussion of the work and influence of FSA photographers, photography as a tool to bring awareness, photography as a political tool, and photography and social activism.

Self-Liberation: Art courses are offered in a variety of media, which ultimately provide wide-ranging perspectives and methods. Content emphasizes critical and creative ways to learning.

Lifelong Education: Another important goal is to assist students in becoming readers of the dynamic visual world in in their lives, as well as to encourage interdisciplinary and creative avenues to learning in all disciplines. Students are encouraged to connect their experience, interests, and other fields of study with their studio practice. Students apply both theory and practical approaches in their work through traditional and unconventional learning formats.

General Education Alignment to Program
How do the General Education criteria align with the Program Objectives? What courses within your program build upon skills learned in general education courses (please list the program course and the general education criteria). The General Education clusters are: Critical Analysis, Creative Expression, Quantitative Inquiry, and Society & the Individual. See attached for more detailed breakdown.

Critical Analysis: Students apply logical and analytical reasoning skills to diverse source materials in the interest of discerning and debating aesthetic, thematic, and ethical content.

ART 331 Modern and Contemporary Art History
Students learn more about how to interpret meaning from visuals, discuss controversial concerns related to appropriation and ethics in the arts.

Creative Expression: Students develop the ability to express ideas and concepts, both logically and creatively, through written, oral, reflective, and aesthetic practices utilizing various media forms.

All studio art courses focus on creative expression, and the following is an example:

ART 202 Fundamentals of Graphic Design
Students apply digital technology to share ideas and concepts through visuals. Students in this course created a series of "postcards with a message," a set of four postcards that communicate their perspective on a contemporary issue.

Quantitative Inquiry: Students will develop and practice quantitative problem-solving skills in order to analyze and critically evaluate information in a larger context.

Art students use math frequently in size relationships and proportions for compositional balance and unity. For example, students use quantitative skills when creating portrait busts in ART 109 Sculpture I.

Society and the Individual: Students integrate knowledge to articulate an understanding of diverse cultures, historical contexts, and human behaviors.

ART 230: Art History: Prehistory to Renaissance
ART 231: Art History: Renaissance to Today
ART 337: Photography History

In these courses, students write research papers and give oral reports on related topics related to society and the individual, in an historical context.

Our student work and the visiting artists' exhibits in our gallery along with LEAD events in the arts help expand non-art students' comprehension of their place in the world as well.

GE_Cluster_Descriptions_FINAL_Version_Approved.docx

NSSE Objectives Discussed Fall 2019

Program Alignment to NSSE Objectives
How did your program integrate the three NSSE objectives determined by the faculty this fall. The objectives were to 1) integrate more interdisciplinary work within the curriculum, 2) to connect learning to societal problems or issues, and 3) to examine the strengths and weaknesses of their (students) own views on a topic or issue. Please articulate which courses, and what assignments were assigned and how the work was assessed. Were the assignments successful? What could have made them more successful?

Graphic Design Concentration (Bethanie Irons)

1. Interdisciplinary work: In ART 332 Publication Design, students created posters containing information about how to vote in the November 2020 election, emphasizing the connections between art and political science/social justice.

2. Work on current issues and problems: In ART 416 Packaging Design, students will create package designs which address sustainable design and inclusive design.

Art Therapy Minor (Bethanie Irons)

1. Interdisciplinary work: In ART 417 Methods Art Therapy, student will create a portfolio of work that aligned with their major and area of interest. Many students who are pursuing this minor are studying in other areas of the university besides art, most notably with a major in Psychology.

2. Work on current issues and problems: In ART 317 Introduction to Art Thearpy, students will conduct a research project on a current issue in art therapy that included both a written component and a visual component.

Photography Concentration (Rachel Deutmeyer)

Related to connecting learning to societal problems or issues:

In Photography History, students create an "awareness" photomontage in the style of Hannah Höch or John Heartfield related to a particular event or contemporary issue (environmental, health, conflict, political, etc). This is following discussion of the work and influence of FSA photographers, photography as a tool to bring awareness, photography as a political tool, and photography and social activism.

In Basic Design, we look at the work of a different contemporary artist each week. Many artists engage issues of social, political, and/or environmental importance. This semester I have added in a unit about art and social justice. Students often have the opportunity to discuss topics with peers, reflect through sketchbook activities, and apply learning to longer-term projects. Students will also complete research and share presentations about artists responding to contemporary topics/issues. Here are excerpts from the assignment:
With your peers, select a contemporary topic/issue. Research artists engaging with the subject. Each group should share two relevant artists. Select one project/major work by each artist to share. Prepare to share examples and facilitate discussion with the class.

Address the following per each artist. Include open-ended questions corresponding with your artist and topic.

- *media, process, and techniques*
- *artist's intention and meaning of the artwork*
- *specific examples of the use of symbolism*
- *what the artist/artwork ask of the viewer*

Studio Art Concentration (Charles Dodoo)

Interdisciplinary work: In ART 110 Drawing I, students employ Exercise Science in their work, to learn about movement and gestures. With timed poses and variations in drawing approaches, students create work to mimic the human body in motion. "Dynamism of a Dog on a Leash" painting by Giacomo Balla creates the platform for students to draw inspiration from.

Work on current issues and problems: In ART 117 Painting 1, students' research on current issues and problems associated with painting techniques and how they are affected by cultural, societal and historical narratives. The research findings are presented to the class in a form of a critique. Their findings include:

-Brief description of artist's background

-Describe the style of the times using a few visuals of your artist's contemporaries.

-Discuss how your artist fits into the contemporary style and also how he/she is different.

-Examples of your artist's paintings.

Analyze own bias on issues and problems: In ART 207 Painting II, students create a painting by an artist and render it to the best of their ability in hope of coming to an understanding of the artist's approach to form and his/her particular technique and style. Through hands on practice and the submission of a reflective paper, students critically analyze their own bias and problems associated with painting techniques and best practices.

Studio Art Concentration (Valerie Wedel)

1. Interdisciplinary work: ART 350 Professional Practice - Students in this course learn the business side of a career in art/ design through public presentations, marketing strategies, and meeting with professionals in the field. Based on the course evaluations, I believe this curriculum was successful.

2. Work on current issues and problems: ART 109 Sculpture - Students watched videos and read articles on the representation of minorities in sculpture. We discussed how these sculptures received a mixed response from the public with some backlash toward the artists. This curriculum seemed successful in that students integrated current issues and problems into their creative work.

3. Analyze own bias on issues and problems: ART 203 Art Applications - Students are watched interviews with contemporary artists whose content may challenge some viewer's opinions on issues. We discussed these interviews as a class. I honestly do not know how successful this has been, but I will continue to share the content, discuss it with my students, and test them over it.

Curriculum Map

A - Assessed
R - Reinforced
I - Introduced
M - Master

Art BA Curriculum Map

	ART 103	ART 109	ART 110	ART 117	ART 123	ART 140	ART 202	ART 211	ART 230	ART 231	ART 256	ART 326
ART 2020.1 Recognize the elements and principles of design in your own and others' artworks. Demonstrate an understanding of these elements and principles in a variety of media.	I, A	I	I	I	I	I	I	I	I	I	I	R
ART 2020.2 Produce a body of visual artworks demonstrating knowledge of processes and techniques relevant to a variety of art forms.	I, A	I	I	I	I	I	I	I			I	R
ART 2020.3 Identify and articulate the significance of major periods and works; in the history of art, and from various times and cultures.	I, A	I	I	I	I	I	I	I	I	I	I	R
ART 2020.4 Demonstrate critical analysis applied to your own artwork, and to that of others, using the appropriate artistic language.	I, A	I	I	I	I	I	I	I	I	I	I	R
ART 2020.5 Demonstrate the systematic development of an aesthetic philosophy and original vision.	I, A	I			I	I	I				I	R
ART 2020.6 BA Reflect on the relationship of art to other disciplines; in both historical and cultural contexts.	I, A	I	I	I	I	I	I	I	I	I	I	R

	ART 327	ART 332	ART 346	ART 350	ART 416	ART 430	ART 450	ART 470	ART 453	**Student Performance Review**
ART 2020.1 Recognize the elements and principles of design in your own and others' artworks. Demonstrate an understanding of these elements and principles in a variety of media.	R	R	R	R	M	M	M	M, A	M	A
ART 2020.2 Produce a body of visual artworks demonstrating knowledge of processes and techniques relevant to a variety of art forms.	R	R	R	R	M	M	M	M, A	M	A
ART 2020.3 Identify and articulate the significance of major periods and works; in the history of art, and from various times and cultures.	R	R	R	R	M	M	M	M, A	M	A
ART 2020.4 Demonstrate critical analysis applied to your own artwork, and to that of others, using the appropriate artistic language.	R	R	R	R	M	M	M	M, A	M	A
ART 2020.5 Demonstrate the systematic development of an aesthetic philosophy and original vision.	R	R	R	R	M	M	M	M, A	M	A
ART 2020.6 BA Reflect on the relationship of art to other disciplines; in both historical and cultural contexts.	R	R	R	R	M	M	M	M, A	M	A

Changes to Curriculum
Are there any changes made to the curriculum map for this academic year? If so, please describe the program changes made along with the rationale for why and the impact the change should have on student learning?

Assessment Findings

Assessment Findings for the Assessment Measure level for Art BA Curriculum Map

ART 2020.1 Recognize the elements and principles of design in your own and others' artworks. Demonstrate an understanding of these elements and principles in a variety of media.

ART 470

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Gallery Exhibit	Has the criterion 100 % BA students should be evaluated as either proficient or advanced in this objective been met yet?			

Student Performance Review

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion Assessment Day-portfolio review: 100% of Seniors are expected to rank as proficient or advanced. 100% Juniors are expected to rank as developing or proficient. 100% Sophomores are expected to score at novice or developing been met yet?			

ART 2020.2 Produce a body of visual artworks demonstrating knowledge of processes and techniques relevant to a variety of art forms.

ART 470

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Gallery Exhibit	Has the criterion 100 % BA students should be evaluated as either proficient or advanced in this objective been met yet?			

Student Performance Review

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion Assessment Day-portfolio review: 100% of Seniors are expected to rank as proficient or advanced. 100% Juniors are expected to rank			

	as developing or proficient. 100% Sophomores are expected to score at novice or developing been met yet?			

ART 2020.3 Identify and articulate the significance of major periods and works; in the history of art, and from various times and cultures.

ART 470

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Gallery Exhibit	Has the criterion 100 % BA students should be evaluated as either proficient or advanced in this objective been met yet?			

Student Performance Review

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion Assessment Day-portfolio review: 100% of Seniors are expected to rank as proficient or advanced. 100% Juniors are expected to rank as developing or proficient. 100% Sophomores are expected to score at novice or developing been met yet?			

ART 2020.4 Demonstrate critical analysis applied to your own artwork, and to that of others, using the appropriate artistic language.

ART 470

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Gallery Exhibit	Has the criterion 100 % BA students should be evaluated as either proficient or advanced in this objective been met yet?			

Student Performance Review

Assessment	Criterion	Summary	Attachments of	Improvement

Measure			the Assessments	Narratives
Direct - Portfolio Review	Has the criterion Assessment Day-portfolio review: 100% of Seniors are expected to rank as proficient or advanced. 100% Juniors are expected to rank as developing or proficient. 100% Sophomores are expected to score at novice or developing been met yet?			

ART 2020.5 Demonstrate the systematic development of an aesthetic philosophy and original vision.

ART 470

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Gallery Exhibit	Has the criterion 100 % BA students should be evaluated as either proficient or advanced in this objective been met yet?			

Student Performance Review

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion Assessment Day-portfolio review: 100% of Seniors are expected to rank as proficient or advanced. 100% Juniors are expected to rank as developing or proficient. 100% Sophomores are expected to score at novice or developing been met yet?			

ART 2020.6 BA Reflect on the relationship of art to other disciplines; in both historical and cultural contexts.

ART 470

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Gallery Exhibit	Has the criterion 100 % BA students should be evaluated as either proficient or advanced in this objective been met yet?			

Student Performance Review				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Portfolio Review	Has the criterion Assessment Day-portfolio review: 100% of Seniors are expected to rank as proficient or advanced. 100% Juniors are expected to rank as developing or proficient. 100% Sophomores are expected to score at novice or developing been met yet?			

Analysis of the Assessment Process

Describe your assessment process; clearly articulate how the program is using course work and or assessment day activities for program assessment. Note any changes that occurred to that process since the previous year. Discuss what activities were successful at assessment and which ones were not as helpful and why. Please include who met to discuss the changes (unless you are a program of one person) and when you met. – Include a discussion on the process for collection and analysis of program data.

Every spring semester there is a 2 day portfolio review process. Students select their best work from the past year and present it to faculty and outside evaluators. Art faculty brings in qualified professionals and/or faculty from other colleges who enjoy the process are invested in our program. Students have voiced their appreciation of this process, especially feedback of the external assessors. This process is also a big motivator for students to show their best work and practice talking about their work, and also it is extremely beneficial to the program assessment process. Evaluators and faculty rate the student according to the rubric, attached in the #7 Program Activities section. This data is reviewed by art faculty and the feedback is given back to the individual students during registration. Faculty discuss the overall findings at the end of the year as well as the actual assessment procedures.

Most students share projects created as coursework at WWU. In the 20-21 academic year we used Google Drive and Google Forms to organize presentations and complete/compile rubrics. This year the entire process was virtual. We did not have outside reviewers. We intend to discuss the process, platform, and if we will continue to use outside reviewers for future Student Performance Reviews. All the decisions were made as a collective group - Dr. Bethanie Irons, Dr. Charles Dodoo, Prof. Valerie Wedel, and Prof. Rachel Deutmeyer.

The Art Department's sophomores, juniors, and seniors present their work for Performance Reviews, while freshmen observe. To make up for the lack of freshman assessment, we are going to start assessing the Art Foundations course in the 2021-2022 academic year. This is the introductory course for the program and is required of all Art majors.

Below are the average 2021 Performance Review scores for each of the 6 program objectives for 10 of the 13 BA students (the 3 who did not participate are a freshman and two students who are now wholly Art Education majors). The numbers correspond to a rating of 1-10 with the breakdown as such: Advanced (9-10), Proficient (7-8), Developing (4-6), Novice (1-3). It should be understood that the more advanced a student is in the program, the higher their scores are expected to be.

Program Objective #1: 8.83

Program Objective #2: 8.75

Program Objective #3: 8.425

Program Objective #4: 8.8

Program Objective #5: 8.75

Program Objective #6: 8.5

See section #7 of this report for an analysis of these scores.

Improvement Narrative List

Assessment Findings for the Assessment Measure level
No improvement narratives have been added.

Program Activities

Student Performance Review
Describe the department assessment day activities if not already described previously. Please articulate the nature of the assessments are conducted, explain the process for assessment that happens on these two days. Include the schedule of assessment day for your program. What does the data and outcomes tell you? What changes will you make as a result of the data? What areas are successful for the program?

Portfolios are used for assessment and evaluation purposes. The assessment process allows the Division as a whole, and the student to work toward the most professional and highest quality outcomes possible. This year, BA and BFA students shared digital portfolios and artist statements in a virtual meeting format. Faculty reviewed student materials before student performance day. On their scheduled day, students shared a 5-minute presentation followed by 10 minutes of Q&A with faculty. Overall, we were happy with the scheduling and format of virtual presentations. Based on the quality of work presented during Student Performance Review, over 90% are either at or above their expected level.

We are pleased to report that the averages (reported in section #6 of this report) are all between "Proficient" and "Advanced." The highest score is in Program Objective #1, which is to be expected as this objective deals with the elements and principles of design - the bedrock of any art curriculum. Also nice to see that students earned a high rating in Program Objective #4, which deals with critical analysis using appropriate artistic language. The lowest score in Program Objective #3 is not surprising, as it deals with art history. Our program does not have an art history major, so this is not an area of emphasis for our students. However, it is important for any art practitioner, so as a faculty, we will continue to stress that. One change that occurred during the 2021 Student Performance Reviews is that we did not have outside evaluators. We will discuss as a faculty whether we want to invite outside reviewers in the future.

Student Performance Review Schedule
Upload the program schedule for students during Performance Reviews.

Student_Performance_Reviews_2021.pdf

Senior Showcase
Describe program Senior Showcase activities if not detailed previously in the report? What benefit does the program gain from the activities? What if any assessment of students happens during this event? What changes if any will occur due to what is learned by faculty on Senior Showcase?

Senior exhibition in Cox Gallery and virtual platform.

For the 2021 Senior Showcase, the faculty assessed the work in the exhibition (in gallery and online), artist statements, and student self-assessments. Below are the average Senior Showcase scores for each of the 6 program objectives for the 5 BA seniors. The numbers correspond to a rating of 1-10 with the breakdown as such: Advanced (9-10), Proficient (7-8), Developing (4-6), Novice (1-3). It should be understood that as seniors, they are expected to score in the 9-10 range.

Program Objective #1: 9.4

Program Objective #2: 9.35

Program Objective #3: 8.7

Program Objective #4: 9.2

Program Objective #5: 9.4

Program Objective #6: 9.35

We are pleased to report scores appropriate for graduating seniors in 5 of the 6 objectives. Especially nice to see the 9.4 average score for Program Objective #5: "Demonstrate the systematic development of an aesthetic philosophy and original vision." This objective is typically developed late in a student's program, so a high level means they have put some good effort towards that. Not a surprise that Objective #3 is rather low, as it was for the Portfolio Review as well. However, for graduating seniors, this should be higher. We hope to raise this score through our new art history curriculum.

Assessment Rubrics
Upload rubrics used for Senior Showcase or Student Performance Reviews for student assessment.
BA_Assessment_Rubric.pdf

Service Learning
Does the Program include projects/ course content that uses the philosophy of service learning?
Yes (selected)
No

Service Learning Component
If so, how is service learning infused in the coursework within your department? Is service or community engagement in the program mission? Describe the Service Learning Activities that your students and department engaged in this past year. How did the activities improve student learning? How did the activities benefit the community?

In Fall of 2020, students in ART 332, Publication Design with Dr. Bethanie Irons, created informational posters about how to vote in the November 2020 election. Students researched Missouri voter guidelines and reached out to members of the community to see what they felt were pressing issues and misconceptions about voting in this unprecedented election year. Then, they created their designs. These were then shared on social media and we also printed and shared on campus. This benefited students by giving them experience with the connection between informational graphics and community engagement. Since the completed projects were shared on the art department's Instagram page and on campus, it also benefited the community by providing accurate and timely information.

In Spring of 2021, students in ART 416, Packaging Design with Dr. Bethanie Irons, created designs for a packaging focusing on sustainable design and inclusive design. They reached out to members of the community to conduct case studies, including interviewing them and their needs. Then, they created a prototype and invited their case study participants to test the design and provide feedback. This project improved students' knowledge of inclusive design, sustainable design, and experience with conducting case studies. The completed projects were shared on the art department's Instagram page, so it also benefited the community by providing a platform for heightened awareness of the need for more inclusive and sustainable design within the community.

LEAD Events
Highlight lead events sponsored by program faculty that are connected to program or general education objectives for the past academic year. Include a total number of lead events program faculty sponsored.

Dr. Bethanie Irons

9/10/2020: Simple Materials / Big Ideas - Virtual LEAD event that gave students background information on Yoko Ono's conceptual art pieces. This was used a catalyst to students in creating their own original art assignment, which was shared on the art department Instagram page.

10/08/2020: Simple Materials / Big Ideas - Virtual LEAD event that gave students background information on the art of origami paper folding. This was used a catalyst to students in creating their own origami art, which was shared on the art department Instagram page.

10/28/2020: Get to Know an Artist: Samantha Morales-Johnson. Morales-Johnson is an illustrator with a graduate certificate in Science Illustration from California State University. She is also a member of the Gabreleno-Tongva Band of Mission Indians. She gave an talk about her work and background in science as well as being a Woman of Color and how that has impacted her work.

1/25/2021: Meet a Designer: Jennfer Garcia. In this Zoom LEAD event, WWU graphic design coordinator Jennifer Garcia gave a talk about working in the graphic design field.

1/27/2021: "ReDesign" exhibition reception. In this Zoom LEAD event, Bethanie Irons gave a curator's talk along with co-curator Danielle Langdon of their group graphic design exhibition "ReDesign" at Columbia College.

2/22/2021: Meet a Designer: Liz Oeftering. In this Zoom LEAD event, graphic designer Liz Oeftering gave a talk about working in the graphic design field.

3/8/2021: Meet a Designer: The Interns. In this Zoom LEAD event, WWU graphic design students talk about their work as an intern in the graphic design field.

Rachel Deutmeyer

9/2/2020: "Inspired By" Photos - Jonathan Blaustein

9/15/2020: "Inspired By" Photos - Jonathan Blaustein

10/20/2020: "Inspired By" Photos - Kim Llerena

10/26/2020: Learn from WWU Art Students - Photographic Portfolio P.1

10/28/2020: Learn from WWU Art Students - Photographic Portfolio P.2

11/11/2020: Experimental Photography Techniques

2/8/2021: Framing: how to measure and cut mat board

2/9/2021: Art History from Home: Abstract Art in America

Dr. Charles Dodoo

08/27/2020: John Fennell Art Exhibition and Artist Talk - *Light+Form+Color: The Intersection of Landscape and Abstraction*. Eclectic in his artistic influences, John Fennell shared his landscape, jazz-inspired cityscape and abstract paintings, all of which depend upon form, color and light. Students completed a reflection form for LEAD credit.

10/15/2020: Jenny McGee Art Exhibition and Artist Talk - *Special Midwest Places*. In recent years Jenny has been exploring a combination of abstract painting, paper collage and digital media that come together to celebrate local special places and faces. These are multimedia collages of the people, places, and things that commemorate the nostalgia and memorable places that surround us here in the Midwest. Students completed a reflection form for LEAD credit.

02/16/2021: *Annual Faculty Art Exhibition.* Artworks created by the faculty were showcased in the annual Art Faculty Exhibition at the Mildred M. Cox Gallery. The exhibition offered students, faculty and staff an opportunity to view the creative talents of the Art faculty at William Woods University. Participating Faculty: Prof. Rachel Deutmeyer, Dr. Bethanie Irons, Dr. Charles Dodoo, and Prof. Valerie Wedel. Students filled out reflection forms on their interaction with the artwork.

03/11/2021: *Student Art Exhibition.* Diverse artworks including graphic art, photography, prints, ceramics, and paintings were featured in the 2021 Student the Art Exhibition at Mildred M. Cox Gallery. The exhibition highlighted the talent and creative works of undergraduate student artists currently enrolled at William Woods University. Students filled out reflection forms on their interaction with the artwork.

04/01/2021: *Senior Art Exhibition* - Artworks created by graduating William Woods University's senior art majors were showcased in this exhibition at the Mildred M. Cox Gallery. Students filled out reflection forms on their interaction with the artwork.

Valerie Wedel

Taught Fimo Clay Jewelry-Making workshop as a LEAD event through TAG, October 7, 2020, see attached.

LEAD event – Professional Practice Student Presentations with 10 students in the audience who gave feedback via Google Forms, December 1, 2020

Student Accomplishments
Highlight special examples of student successes in the field (academic: mentor-mentee, conference presentations, competitive internship, journal acceptance; extra-curricular: horse show championship, art exhibit). This is for any accomplishments that a student achieved outside of course work or the normal expectations of student success.

Graphic Design BA student Madison Crosswhite was awarded the IGAEA Scholarship for the 2020-2021 school year through the IGAEA Scholarship through the Print and Graphics Scholarship Foundation.

Graphic Design BA student Madison Crosswhite completed a design internship with the Theatre department at William Woods University.

Graphic Design BA student Alexis Epple's logo was chosen for the 2021 Jefferson City Renegades All Star Game.

Art Education BA student Makayla Schafer has been hired to teach in the Salem, Missouri School District

Alumni Accomplishments
Please highlight special examples of any successes of recent graduated alumni (acceptance or graduation graduate school, employment or professional milestones. Include recent graduates.

Graphic Design BA alumni Sydney Bullock secured full time employment as a graphic designer at ProDezigns in Eldon, Missouri.

Faculty Accomplishments
Highlight special examples of faculty success in the profession/field/content area. This is for any accomplishment of a faculty activity/research/professional nature.
Dr. Bethanie Irons
- Group traveling exhibition "Missouri Art Now" at The Arts Council of SE Missouri, The State Historical Society of

Missouri, Spiva Center for the Arts, Hannibal Arts Council, and The Albrecht-Kemper Museum.
- Group faculty exhibition at Mildred M. Cox Gallery at William Woods University
- Solo exhibition at Morris Gallery of Contemporary Art at Missouri Valley College in Marshall, Missouri.
- Group exhibition "Works on Paper" at Long Beach Island Foundation of the Arts and Sciences in Loveladies, New Jersey. Work was awarded 2nd place by curator Sarah Suzuki of the Museum of Modern Art, New York.
- Group exhibition "Autumn Exhibition" at Visual Spc based in London.
- Group exhibition "Life Still" at Ground Floor Gallery in Brooklyn, New York.
- Group exhibition "Autumn Exhibition" at Visual Space in London.
- Group exhibition "Hot Paper" at Got It For Cheap Gallery in Oslo, Norway.
- Group exhibition "Until We Meet Again" at Treat Gallery in New York, New York.
-Group exhibition "Collective Endeavor" at Columbia College in Columbia, Missouri.
- Co-curator of the graphic design exhibition "ReDesign" at Columbia College in Columbia, Missouri.
- Juror at the 2020 Annual CAL Member's Exhibition at Columbia Art League in Columbia, Missouri.
- Work and interview featured in the September issue of Missouri Life Magazine.
- Work and interview featured in "Studio Break" podcast.
- Work and interview featured in the upcoming documentary "Making Art in a Vacuum" with Emily Anshen and Carly Newman of The School of The Art Institute, Chicago.

Rachel Deutmeyer
- Active contributor to FotoFika and Society for Photographic Education virtual events and discussions.
- Group faculty exhibition at Mildred M. Cox Gallery at William Woods University
- Group juried exhibition "Hindsight is 2020" at Columbia Art League, Columbia, MO, April 2021
- Group juried exhibition "Resilience, Reflection, Rebuilding" at Johnson County Arts & Heritage Center, Overland Park, KS
- Solo exhibition "Land and Patchwork" at Pump House Regional Arts Center, La Crosse, WI, Feb – Apr 2021
- Virtual artist talk "Land and Patchwork" on Mar 4, 2021.
- (Forthcoming) Accepted for solo exhibition of "Everything Fades" at the Dubuque Museum of Art (Dubuque, IA) in 2023

Dr. Charles Dodoo
- Participated in Faculty Art Show, William Woods University (January 2021)
- Worked with graduating seniors on an online senior art showcase (April 2021)

Valerie Wedel
-Grounded, Solo Art Exhibition, Columbia College, September 2020
-Co-editor, Drawing the Human Form 3rd Edition, textbook by William A. Berry, work in progress. Anticipate publishing by the end of 2021.
-Recollection II, hallway installation for the group exhibition "Sensitive Sensation," Sager Braudis Gallery, August – September 2020
-The Tree Who Became a Seed, Installation in the Faculty Exhibition, Cox Gallery, William Woods University, January-February, 2021

Assessment Rubric

	3.000 **Exceeds**	2.000 **Meets**	1.000 **Falls Below Expectations**	**N/A**
Mission Statement Clearly Articulated weight: 1.000	The mission statement for the program is insightful and forward thinking. It aligns with the University Mission and learning objectives showing a clear alignment between the University and the program.	✓ The mission statement for the program clearly articulated and aligned with the University mission.	The mission statement is minimal at best.	✓ N/A
Comment:				
Reflection on Retention weight: 1.000	The program provides a detailed description on the retention numbers. The program provides new ideas on how to improve retention of their program students or articulates what they are currently doing to keep students in their program.	✓ The program provides a basic reflection on the retention data provided.	The program does not reflect on retention data in a detailed way.	✓ N/A
Comment:	challenging to transition the report from two distinct majors to connecting it to one specific major. This was the main adjustment year and will be remedied for the next cycle of reports.			
Defines External Accreditation Standards weight: 1.000	The program provides a detailed explanation of the accreditation organizations within the field along with all the timeline and supplemental information required for accreditation.	✓ The program provides a basic explanation of the accreditation organizations in the field.	The program fails to provide any accreditation information.	✓ N/A
Comment:	what all is involved in the external accreditation process for NASAD?			
General Education alignment clearly explained weight: 1.000	✓ The program provides a detailed explanation of the General Education criterial and how the basic skills learned are expanded upon in the program. Details include but are not limited to: specific courses, or activities that stretch the knowledge of the specific areas.	The program provides a basic explanation of the General Education curriculum and how the skills learned are expanded in program courses.	The program provides a minimal explanation of the General Education curriculum and how the skills learned are expanded in program courses.	✓ N/A
Comment:				
Curriculum Map alignment weight: 1.000	The curriculum map is detailed and complete.	✓ The curriculum map is complete	The curriculum map is not complete	✓ N/A
Comment:	the Curriculum map is completed, but the changes to the curriculum are were multiple changes made to the curriculum over the past few years and this is the best place to note those to make it easier for the program 5 year review process. the box was left blank.			
Assessment of Objectives weight: 1.000	Assessment of objectives are spread out across the curriculum with a variety of assessment measures and each program objective is assessed a minimum of twice a year.	✓ Each objective is assessed a minimum of 2 times a year or an assessment rotation is explained so that all objectives are assessed. The assessments are not concentrated in one class.	The assessment map is not complete or much of the assessment happens in only one course. Not all objectives are assessed annually, nor is a plan provided on assessment.	✓ N/A
Comment:	All objectives were set with Assessments, but ART 103 was omitted. The Assessment identification was set in the curriculum plan, but omitted from the Assessment plan moving forward.			
Data Driven Decision-making is explained weight: 1.000	Curricular and assessment changes are articulated and validated through data based decisions. Faculty discuss the data that lead to curricular decisions being made.	Curricular and assessment decisions are made based on data provided in assessment, but detailed alignment is not provided as justification for the change.	Changes are proposed and brought forth with little explanation on the data included in the decision, if data was included in the decision.	✓ N/A

Documentation provided on assessment findings weight: 1.000	The program uploads all rubric and support information to support the claims in the assessment findings along with detailed instructions on the assessment process and data analysis.	The program uploads all rubric and support information to support the claims in assessment findings.	✓ The program did not upload the data to support assessment claims in the assessment findings.	N/A
Comment:	the program did not complete the assessment as noted in the assessment map.The findings were not complete and none of the noted activities were marked as completed. There is no discussion on the data from the academic year.			
Analysis of Assessment is complete weight: 1.000	The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report.	The program completed the assessment findings for each component and provided a summary for each assessment measure.	✓ The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure.	N/A
Comment:				
Improvement narratives are selected with intentionality weight: 1.000	The program identified Improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options	The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment.	✓ The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results.	N/A
Comment:				
Student Performance Review weight: 1.000	The program described and provided a detailed account of Student performance Review activities. Data evidence provided and detailed.	✓ The program provided the schedule and a brief description of Student Performance Review with data of the results.	The program did not provide complete explanation on Student Performance Review nor did they provide data results.	N/A
Comment:				
Senior Showcase weight: 1.000	✓ The program had all senior students participate in Senior Showcase and provided a detailed explanation of their expectation and the presentations presented.	The program described the Senior showcase activities and provided some evidence of what was presented.	Little to no content of Senior showcase was provided.	N/A
Comment:				
Co Curricular activities weight: 1.000	✓ The program detailed the activities of LEAD and other co-curricular programing that was provided throughout the year. They provided numerous events for students.	The program provided a listing of LEAD events and activities provided.	The program provided little to no description of the Co-curricular activities provided throughout the year.	N/A
Comment:				
Faculty, alumni, and Student accomplishments weight: 1.000	✓ The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced.	The program provided a listing of information on Students, Alumni, and faculty accomplishments.	The program provided little to no data on students, alumni, faculty accomplishments.	N/A
Comment:				