**Missouri Valley College**

**Academic Program**

*Assessment and Planning Report*

**Year:** 2011-2012

Academic Program:  BFA in Visual Arts, concentration in Studio

Chair/Dean:  Diana Malan  
Division:  Fine Arts

---

I. **Mission**

The mission of the Department of Visual Art and Design is to provide aspiring artists, designers, and art teachers with professional training and to maintain an experiential environment that fosters creativity, analytical thinking, and historical analysis of visual imagery through the educational process.

---

II. **Goals**

1. **Art Production:** Materials and equipment (including electronic media and technology) used in two-dimensional and three-dimensional art making.

2. **Art History:** Major styles, movements, philosophies, and periods of art history including artwork, artifacts, and architecture.

3. **Art Criticism:** Vocabulary and formal concepts used in communicating critical ideas, interpretations, and judgments orally and in writing.

4. **Aesthetics:** Making meaningful relationships between form and content in their own artwork and the work of other artists.

---

III. **Student learning outcomes**

- **History**
  
  The students will be able to comprehend and recall a broad range of foundational knowledge, appreciation and experience in the area of art history.

- **Technique**
  
  Students will demonstrate competence and technical skill in the use and application of a variety of media and critical judgment.

- **Multi-cultural**
  
  Students will demonstrate an understanding within and among cultural groups and cultural achievements in visual arts.

- **Communication**
  
  Students will demonstrate an understanding of the creation, production, and historical reference of art across cultural and media contexts.

- **Career**
  
  Students will demonstrate skills necessary for effective preparation of artwork for public presentation, using a variety of materials and techniques.
IV. Course map

<table>
<thead>
<tr>
<th>Course</th>
<th>Name of Course</th>
<th>SLO#1 History</th>
<th>SLO#2 Technique</th>
<th>SLO#3 Multi-cultural</th>
<th>SLO #4 Communication</th>
<th>SLO#5 Career</th>
</tr>
</thead>
<tbody>
<tr>
<td>AR100</td>
<td>Drawing 1</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AR114</td>
<td>2D Design</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>AR120</td>
<td>Photography 1</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>AR212</td>
<td>Drawing 2</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>AR224</td>
<td>Ceramics 1</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>AR232</td>
<td>Sculpture 1</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>AR242</td>
<td>Fibers</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>AR301</td>
<td>Art History 1-WI</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>AR310</td>
<td>Art History 2-WI</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>AR316</td>
<td>Printmaking</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>AR320</td>
<td>Photography 2</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>AR330</td>
<td>Figure Drawing</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>AR331</td>
<td>Painting 1</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>AR332</td>
<td>Sculpture 2</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>AR334</td>
<td>Ceramics 2</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>AR350</td>
<td>Advanced Studio</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>AR405</td>
<td>Art History 3-WI</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>AR410</td>
<td>Business of Art</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>AR450</td>
<td>Advanced Studio</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>AR490</td>
<td>Senior Portfolio</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

V. Assessment tools

Yearly Student Assessment Tools:
1. Annual Student Art Show (SLO #5 Career)
2. Division of Fine Art Annual Student Portfolio Review/Student Juries
   Evaluation of the student portfolio includes:
   a. 10 works of art (SLO #2 Technique, SLO#3 Multi-cultural, SLO#1 History reference in artwork, and SLO#4 Visual Communication)
   b. Artist’s statement (SLO #1 History for movements that are associated with their artwork, SLO#3 Multi-cultural influences, SLO #4 Written Communication, and SLO#5 Career)
   c. Artist’s resume (SLO#4 Communication, and SLO#5 Career)
   d. Sketchbook (SLO #2 Technique)
   e. Oral rationale of artistic growth (SLO #4 Oral Communication and SLO #5 Career)

Senior Assessment Tools:
BFA Solo Student Exhibition/Digital Portfolio and Student Jury Review (SLO #5 Career, plus all SLOs mentioned in the Yearly Assessment Tools)
VI. Summary of findings
1. No BFA students with a concentration in Studio Art graduated in 2012.
2. Yearly Assessment of freshmen, sophomore, and junior BFA, graphic design students in Annual Portfolio Review/Student Juries with a 98% participation rate. A rubric has been used for the last three years to assess art students with slight changes to the rubric as clarification is needed. All Division of Fine Arts faculty (full and part time, all departments, and guest artists) rate student work in 5 categories on a 5 point scoring system from “below expectations” to “exceeded expectations.” The total percentage and additional comments made by the faculty are typed up and sent to the students for their review. The students need to score within an average percentage to avoid department probation. Example of student scores and ranges are following.
3. The art faculty have meeting with two students that are not performing up to the level that they need to in class and on their annual student juries. We will place them on Department Probation to help improve their technique before their senior art show. Department Probation was approved for use in the fall of 2011 by the Chair of the Fine Arts Division and the CAO. The Department of Visual Art established a probation procedure concerning student progress within the major for several reasons, technical skills and academic. The department sees this as a means to align itself more closely with the expectations of many other BFA programs, therefore meeting expected standards within the field. The BFA is considered a professional degree for students pursing graduate school and careers in artistic fields.

<table>
<thead>
<tr>
<th>Student</th>
<th>Freshman 50-60% range</th>
<th>Sophomore 60-70% range</th>
<th>Junior 70-80% range</th>
<th>Senior 80-90% range</th>
<th>Senior + 90-100% range</th>
<th>Degree/Concentration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student X</td>
<td>juries not available this year</td>
<td>juries not available this year</td>
<td>22.35 (75%)</td>
<td>19.60 (78%)</td>
<td>23.10 (92%)</td>
<td>Graduating 2012</td>
</tr>
</tbody>
</table>

VII. Level of achievement of student learning outcomes
No senior students completed the BFA in studio this last year, but we had one last year and will have three this next year.
Freshmen to junior level students demonstrated growth during the student jury process this year. Student’s weaknesses come from craftsmanship issues that are being addressed in AR114 2D Design and AR 490 Senior Portfolio. Additional gallery ready presentation and craftsmanship career issues were addressed in the Professional Practices Boot camp workshop series put on by the faculty for students. This was a 7 week series addressing gallery ready framing, artist statements, resume writing, and presentation of your artwork.

An additional Graphic Design Professor who teaches Photography in this BFA studio program would be able to address technical craftsmanship issues in his/her Photography 1-4 classes. The art faculty continues to see digital photography at an increasingly large number during the student jury process and a full time instructor in this area would be a great asset to the department.
VIII. Faculty/ Course/Student information

Table 1. Program faculty and loads
Program faculty are those who taught at least one course in the program in the past year.

**FULL-TIME**
*The definition of ‘full-time’ for this table coincides with our standard MVC definition. Include all full-time faculty who taught in the program regardless of their division affiliation.

<table>
<thead>
<tr>
<th>Name</th>
<th>Division</th>
<th># credit hours taught in program in past year</th>
<th># of advisees</th>
<th>Years of teaching and/or professional experience</th>
<th>Highest degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charity-Mika Woodard</td>
<td>Fine Arts</td>
<td>24</td>
<td>14 13</td>
<td>10</td>
<td>MFA</td>
</tr>
<tr>
<td>Valerie Wedel</td>
<td>Fine Arts</td>
<td>27</td>
<td>12 12</td>
<td>2</td>
<td>MFA</td>
</tr>
<tr>
<td><strong>Total credit hours:</strong></td>
<td></td>
<td><strong>51</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**ADJUNCT**
Include all adjunct faculty who taught at least one course in the program in the past year.

<table>
<thead>
<tr>
<th>Name</th>
<th>Division</th>
<th># credit hours taught in program in past year</th>
<th># of advisees</th>
<th>Years of teaching and/or professional experience</th>
<th>Highest degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matt Moyer</td>
<td>Fine Arts</td>
<td>15</td>
<td>0 0</td>
<td>1</td>
<td>MFA</td>
</tr>
<tr>
<td>Dan Gemkow</td>
<td>Fine Arts</td>
<td>18</td>
<td>0 0</td>
<td>2</td>
<td>MFA</td>
</tr>
<tr>
<td>Hannah Reeves</td>
<td>Fine Arts</td>
<td>6</td>
<td>0 0</td>
<td>1</td>
<td>MFA</td>
</tr>
<tr>
<td><strong>Total credit hours</strong></td>
<td></td>
<td><strong>39</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>% of credit hours taught by adjuncts</strong></td>
<td></td>
<td><strong>43%</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 2. Course offerings

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Spring</th>
<th>Inter-</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>100-200 level</td>
<td>300-400 level</td>
<td>100-200 level</td>
<td>300-400 level</td>
</tr>
<tr>
<td>Lecture sections</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Studio sections*</td>
<td>9</td>
<td>6</td>
<td>12</td>
<td>7</td>
</tr>
<tr>
<td>Internships/practicums</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Lab (face-to-face) sections</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Online sections</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Arranged classes</td>
<td>0</td>
<td>2</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Classes total</td>
<td>12</td>
<td>9</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td><strong>General education classes offered</strong></td>
<td>10</td>
<td>0</td>
<td>9</td>
<td>0</td>
</tr>
</tbody>
</table>

*A studio class is defined as one that emphasizes skills and practical application, not lecture/discussion. Examples include studio art, performance theatre, and dance.

**Include all general education classes offered in your program area even if they are not part of the major requirements.
Table 3. Student Profile

<table>
<thead>
<tr>
<th></th>
<th>Fall Male</th>
<th>Fall Female</th>
<th>Fall Total</th>
<th>Spring Male</th>
<th>Spring Female</th>
<th>Spring Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Majors</td>
<td>4</td>
<td>5</td>
<td>9</td>
<td>4</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>Minors</td>
<td>2</td>
<td>5</td>
<td>7</td>
<td>2</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>Graduating seniors</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

IX. Analysis/Interpretation

It appears that students are getting their needs met and meeting the SLOs. To exceed the SLOs the following issues need to be addressed:

1. Offering AR114 2D Design class every Fall instead of Fall of even years. This will improve the craftsmanship issues noted in student jury scores because students will take this class their freshmen year, and not wait until Fall of even years.
2. The faculty will begin finding ways to add additional multi-cultural elements to our individual classes and or consider the possibility of adding an additional Multi-cultural class to help address this Student Learning Outcome.

X. Action plan/Closing the loop

- Need an additional full-time faculty with an MFA in Graphic Design and specialty in Graphic Design/New Media and photography. This additional full time faculty member would eliminate the four to five Visual Art adjuncts positions completely. Even through this new faculty member’s primary focus would be Graphic Design, he/or she would teach the Photography classes in the BFA studio program. This will improve the Visual Art Studio program because higher level photography courses could be offered. We have in the current catalog Photography 3 and 4 but the current adjunct is not able to teach these classes. We have lost two majors to UCM Warrensburg because they offer upper level photography. Once we have three full-time professors the Visual Art Department will pursue accreditation under the NASAD, National Association of Schools of Art and Design.

- Need clean and attractive studios with proper furnishings, equipment, and supplies. Art Studios in Young Hall(Ceramics) and Ferguson(Darkroom) are filled with dilapidated studio furniture, flooring, and falling ceilings. Clean, attractive classrooms and a building for all visual art studios to be housed together instead of spread around campus is a goal of the department. Additional space for growing number of majors is imperative. The Visual Art Department has increased our majors from 4 to a combined (graphic design and studio)27 in the last four years. We are busting out of some spaces that have comfortably held our department and as we continue to grow additional studios spaces are needed.

Report written by: Charity-Mika Woodard