This report represents the Art Department’s goals and activities pertaining to departmental program review. Currently, our department has five measurable goals geared to specific student learning outcomes. These goals are written with desired outcomes clearly stated, and are based on institutional learning standards.

**Goal # 1 Critical Analysis** (a program-specific goal based on the institutional learning standards Critical and Oral Communication, Research and Technology, and Critical Thinking). In this goal students will learn to use the proper language of the visual arts as appropriate for critical analysis, and also use proper terminology of media and technique when speaking about art, critiquing art, and analyzing works of art. Students will also learn to use proper research and documentation skills when writing about art.

**Goal # 2 Personal Vision** (a discipline-specific goal based on the institutional learning standards Christian Orientation and Active Societal and Intellectual Engagement). In this goal students will begin to develop the concept of a personal art that reflects an inner Christian attitude toward their work rather than the development a specific content or style. Students will also move beyond recognized popular evangelical or “religious” understandings of art as they engage in both the making of and appreciation of art.

**Goal # 3 Improvement of Skills** a discipline-specific goal intended to raise students’ awareness of their own personal progress. In this goal students will increasingly improve their skills in the use and handling of various art media and materials.

**Goal # 4 Critical Thinking** (a program-specific goal based on the institutional learning standards Critical Interdisciplinary Thinking and Diversity). In this goal students will develop educated standards of judgment and be open to a greater understanding of the multi-faceted components of diverse perspectives of aesthetic judgment. Students will also develop an informed critical attitude in order to make more informed judgments and decisions.

**Goal # 5 Expanding Boundaries** (a discipline-specific goal based on the institutional standard Active Societal and Intellectual Engagement). In this goal students, through a variety of situations and specific problem-solving opportunities, will demonstrate their ability to stretch themselves beyond what is comfortable in order to seek innovative and creative self-understanding and open ended discovery.

**ASSESSMENT METHODS USED TO ACQUIRE DATA**
During the 2006-2007 academic year the art department has prioritized and focused on Goal #1 and Goal #2 for our assessment tasks. This focus has benefited the functioning of our program in numerous ways. The following strategies have been implemented and
have produced documented student learning outcomes. We are confident that our department strategies have produced measurable outcomes. The criteria for success in measuring these outcomes are varied, and are described below.

**Goal #1:**
Under Goal #1 **Critical Analysis**, we established several assessment strategies toward the implementation of this goal. We have documented evidence of student learning, and we have established benchmarks for most of these program goals.

1. We have created a department writing portfolio containing excellent writing samples such as test questions, synthetic essays, and artist statements from several of our studio, art history, and seminar classes.  
   **Benchmark:** We desire that at least 20 students in the coming year record their use of this portfolio.

2. We have created vocabulary lists in each of our classes and pre-tests and post-tests in some of our studio courses. These tests are created to measure understanding and of proper art vocabulary.  
   **Benchmark:** We desire that all students in certain classes pass the post-test with a 100% perfect score, and 75% of students in certain classes pass a specific vocabulary test with a 100% perfect score.

3. A rubric for writing assignments has been created to measure what students know about proper writing style components as they work toward improving their writing and research skills, and as they progress toward the senior research paper. Now that the pre-test is written, it will be used particularly in Art History, Theory and Criticism, and Senior Seminar courses.  
   **Benchmark:** We desire that by the time students are seniors they will pass this test at an 80% comprehension level.

**Goal #2:**
Under Goal #2 **Personal Vision**, we established several assessment strategies toward implementation of this goal. We have documented evidence of student learning, but benchmarks are not so easily articulated in this area due to the subjective nature of our program goals in this category.

1. Our student web gallery has been improved and updated to serve not only as a source of information to potential students, but also as a declaration of excellence to the good work that is being done in our classes. This newly re-designed web gallery now has space to show choice examples from each of our upper and lower division studio courses as well as samples from the newly added Sophomore Project and Senior Project sites. This new visual connection to Sophomore Project and Senior Project examples constitutes a major link for institutional assessment. Since the WASC team expressed great interest in our on-line student gallery we are going full speed ahead in developing this particular showcase.

2. Student reflections and progress statements that address developing personal “attitudes” toward what it means to work as a Christian artist were implemented in three of our studio courses (Principles of Art (GE), Drawing I and Watercolor I) as well as in our theory course, Theory and Criticism in the Arts.
3. In Senior Seminar, senior exit interview questions were improved to enable the student to direct their attention to particular personal learning circumstances to help them understand how department program goals have impacted their growth. Senior exit questions are now more specifically focused on the connections and integrations between art major experiences and college-wide experiences.

   **BENCHMARK:** *We desire that each senior describe at least one integrative connection.*

4. A rubric was developed to better integrate the Sophomore Project and Senior Project by assessing the development of each student’s “visual voice.” This term is used to encompass many facets of the overall art experience.

   **BENCHMARK:** *We desire that each sophomore define their developing “visual voice,” and each senior define what that voice has become.*

**DATA FOR ASSESSMENT**

**Goal #1:**

- Vocabulary pretests/post-tests continued to be implemented in Drawing I, Watercolor I, Design I (GE) and Principles of Art (GE). We currently have test results in 6 of the 8 courses targeted at this time. Test results in Drawing I showed student improvement in recognition and comprehension of art terminology (pretest 4% perfect score, post-test 64% perfect score). Watercolor I showed student improvement in recognition and comprehension in art terminology (pretest of 60% perfect score and a post-test of 95% perfect score). In printmaking, photography, ceramics, and computer graphics students must all pass the vocabulary test with a grade of 100%. Students in these classes successfully passed, some after taking the test numerous times.

- For our Department Writing Portfolio we collected a few new student papers this year and added them to the existing portfolio. This body of samples is now available for students to utilize these examples as measurement samples for their own improvement. The availability of his portfolio is announced particularly to the students in Art History, Theory and Criticism, and Senior Seminar courses early each semester. It exists as hard copy only. It may be viewed but not removed from the art office.

- The rubric for research and writing was not used this year, but will be introduced in all classes in the upcoming 2007-2008 academic year. This guide will be implemented in a few classes. It will be used for written critiques and research papers in particular.

- Better associations and assimilations were made in the relationship between Sophomore Project and Senior Project. We created specific questions that require seniors to look back at their Sophomore Project and their Sophomore Project artist statements in order to make personally relevant connections to their development as artists.
Goal #2

- Student reflections continue to serve as good indicators of Student Outcome #2 (Personal Vision). Several student reflections were selected as evidence in Drawing I to show distinct advancements in personal growth. In these personal reflections students assessed their own perspectives toward art making and what it means to them to work with a Christian attitude. Students in Principles of Art (GE) wrote short reflective essays responding to a statement made by a well-known Christian artist.

  Benchmark: *We desire that 10% of students in targeted introductory courses show written evidence of thoughtful engagement.*

- Since WASC sees the on-line student gallery as important and unique, we have improved the look of the on-line gallery as well as the number of works deemed excellent for inclusion. Since the works are a very select number (5) we will change the selected works after each semester’s course endeavors. Every studio course will be represented on-line, and to date we have visual evidence for all of our courses except for those that have not yet come through our course rotation. In addition, we have continued to exhibit student work in the library on an ongoing basis as a reminder that artistic expression is a significant part of the institution’s educational environment.

- In efforts to help each student’s progress in “closing the loop” from Sophomore Project to Senior Project, we have added a short paragraph to the Sophomore Project handbook that alerts students that they will revisit the intents and outcomes of their Sophomore Project in their senior year. During the Sophomore Project public critique we also verbally reminded students that this revisit will enable them to see their progress, and help them to further evaluate their personal growth and maturing outlook as artists. Our documentation reveals that this revisit also helped last year’s seniors to write better artist statements.

- Last year’s senior show was critiqued by BIOLA art professor Dan Callis. Students were receptive to this outside voice. Faculty were pleased with his role as evaluator, and we were also pleased with his written assessment of the senior’s work and his written evaluation of the favorable teaching practices of our department.

- Several Productions and Presentations studio art courses were approved this past year. As a result of this approval we implemented several short exhibitions at the end of the spring semester to fulfill the public performance component of this GE category. Painting II students held an exhibit of their work in the painting studio for four days, Printmaking students did the same in the exhibition space of the printmaking studio, Publication Design students held a formal reception and themed presentation to display their visual essay booklets. Completely organized and implemented by students, each of these successful exhibits was preceded by informal invitations campus wide, and all were well attended by students, faculty and staff.
INTERPRETING THE RESULTS
Based on departmental reflection, the results that we have achieved from our assessment efforts have provided us with the helpful evidence that our students are responding to our desired goals for their learning. The results also show that students are acquiring knowledge and using it. Our simplest assessment methods (quizzes and reflections) are working. They show that vocabulary words are being remembered and used in verbal critique and in written expression. They also show that personal reflections have become meaningful experiences for student’s personal growth and vision. Our discussions have revolved around the benefits of purposeful structure, yet we are very careful to plan our projects and activities so that they encourage openness and flexibility in personal interpretation. All in all we are quite pleased to know that our recent planning has provided a helpful scaffold to student learning and student outcomes. This success has, in part, been attributed to our current assessment practices.

Our departmental reflection has come in many forms. We believe that our corporate reflection practices are strong and productive. We are a group of people who are always thinking inventively, and our discussions have led us to some beneficial practices. As a habit, we corporately discuss student work at several of our bi-weekly department meetings. Sophomore Project and Senior Project works are discussed thoroughly soon after the exhibits are open for public display. We then corporately grade each work and discuss its merits and weaknesses as rationale for what has been accomplished, and consequently for the grade that is then issued. In terms of record keeping, we continue to track department minutes for the purpose of revealing the nature of our conversations in assessment and program review. These discussions are clearly marked in that record.

USING THE RESULTS
Due to the structural changes that we have made to some of the components of our program, we have plans to add some small-but-significant activities to improve the concept of community in our major. Students have indicated that they wish there was better community in our department, and that there were more opportunities to socially interact under the guise of academic activity. We have heard these students, and we are working, slowly but surely, to implement some additional opportunities in this area. The public exhibition and public critique that is built into the Sophomore Project has already made a significant contribution to community dialogue for our majors and minors. Since we have many non-majors in our classes, we desire to make the art experience a different kind of academic experience for those outside the major who have chosen to be a part of our community. We therefore are planning to implement some new activities this coming year that will reinforce and help close the loop for student learning. We desire to package the learning in a low-key, inviting and enticing manner. For the coming year we are planning to:

- Schedule art movies a few evenings each year with follow up discussions of the integrative historical and social elements that impacted the artist’s life, and thus impacted the march of history.
- In an environment beyond the classroom, Lisa DeBoer desires to invite students to her Las Barrancas home for “salon” nights that might include reading a short book together, inviting guest artists (or faculty artists) to talk about personal
journeys, or inviting students to bring their portfolios to engage in conversation about student journeys and what has influenced the work that has been accomplished. Driving to Los Angeles for art openings or special museum exhibitions on a Saturday, or special gallery openings on weekend nights are also on our list. We have already started the process this semester with a very successful trip to Los Angeles for a gallery opening. The 28 students that signed up absolutely loved it and want to do it again.

- To further the use of the Departmental Portfolio we are considering placing a second copy of this portfolio on reserve in the library. By having greater access to the writing examples, we are hopeful that students will use it to a greater extent. (We are still working on the logistics of this plan).

The data that we have collected is found in various locations within the department. Faculty members still continue to collect samples of student work and data from quizzes and tests. Faculty members continue to maintain an evidence file on their electronic desktops. The department Writing Portfolio is in the art office, and the raw data of Sophomore Projects and Senior Projects is currently in the possession of the faculty members who are currently supervising those two courses. Department meeting minutes, as well as the report from our external guest critique, are in the evidence file on the secretary’s electronic desktop.

NEXT STEPS
We do not have great changes to make, just revisions to our on-going assessment practices. Since we talk about our program constantly, we see ourselves making gradual revisions to our assessment strategies. This refinement process will occupy our attention in the coming years.

- We are still refining the means to document the Sophomore Project critique session to provide specific and helpful feedback to the students.
- One department member has developed a simple critique guide to lead students through this fundamental activity of their course work (Goal #2). We plan to make this guide available to all department members in hopes that its use will enable students to become familiar with a more consistent set of critique principles, and thus respond more comfortably to this foundational process of the major.
- We have also begun to put together a Survival Guide to the Art Major. Due to the practices and connections that are now in place, we feel that such a guide would be informative and helpful to students as they join the major.
- Since we now have Sophomore Project and Senior Project images on-line, our next step is to link the student artists’ statements with the student works. By linking the statements we are very specifically addressing Goal #2.
- To help reinforce the purposes and outcomes of the Senior Project we are considering the introduction of two critique sessions for our senior capstone experience: one critique with an outside voice, and one more informal faculty-led critique.