



WILLIAM WOODS
UNIVERSITY

ART BFA Annual Assessment 2021-2022

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Annual Assessment 2021-2022

Art BFA

Program Profile

Program Mission Statement

Please insert your program mission statement here

The Bachelor of Fine Arts program prepares students for both professional and higher educational opportunities in the art world. BFA students gain a solid foundation in a variety of art processes and techniques, along with an in-depth understanding of the arts from both a cultural and historical perspective. Students select one of three areas of concentration: graphic design, studio art, or photography. Students concentrating in studio art have the opportunity to focus on specific areas of emphasis such as: painting, drawing, sculpture, ceramics and printmaking, which will make for a strong portfolio and personal aesthetic.

Program Data

Delivery Method

Traditional On Campus (selected)
Online
Hybrid

	Student Majors	Student Minors
2020-2021	11	16
2021-2022	8	4

Concentrations 2020-2021

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

10 Graphic Design concentrations

1 Studio Art concentrations

0 Photography concentrations

Minors (also listed in the BA assessment):

12 Art

4 Art Therapy

*NOTE: Current numbers do not reflect students that did not declare their major with the new program structure. Impossible to compare numbers to previous years due to the restructuring of the program. Graphic Design used to be assessed separately from Studio Art. Now they are assessed together and the breakdown is just Art BA and Art BFA with concentrations in Studio Art, Photography, and Graphic Design.

1 Studio Art concentration (19/20 assessment data)

17 Graphic Design concentrations (19/20 assessment data)

Concentrations 2021-2022

If your program contains concentrations, please list the concentrations and the number of students identified with each concentration.

NUMBER Photography concentrations 0

NUMBER Studio Art concentrations 1

NUMBER Graphic Design concentrations 7

Minors (also listed in the BFA assessment):

3 Art (data accessed on 5/11/2022, students who graduated the week prior are no longer on the list, so the actual number could be higher)

1 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 the persistence numbers what the program expected? If not, how could the numbers improve?

We have seen a drop in student numbers across the board in our program over last year, but are encouraged by the fact that we have a number of freshmen joining us in the fall. In our experience we have found 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 strive for continued growth through our recruitment, attention to the individual needs of each student, and maintaining current teaching content/practices. We also anticipate that larger classes will help with retention. However, many of our classes are at 1/3 capacity, so we could handle many more students without having to create extra sections.

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.

Admissions and Marketing Materials

Reflect on the current marketing materials used for the program. Please attach screen shots of the website or any material you are referencing in this section. What changes, if any, should be made to the material? Are there recommendations on how to modify the current material?

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](https://www.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
WWU2021.1	Knowledge and Scholarship: Demonstrate current knowledge and educational expertise in an academic or professional discipline engaging students in the process of academic discovery.

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 BFA	Reflect on the relationship, interconnectedness, and cultural impact of various art media and processes.

Alignment to the University Objectives

Please discuss the Program alignment to the University Objectives. Specific evidence is not to be uploaded, but discussion is expected of the assignment, and intentionality of how the objective is met with 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 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 Program Objectives? What courses within the program build upon skills learned from general education courses (please list the program course and the general education criteria)? The General Education clusters are attached to the document below.

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 the program integrate the three NSSE objectives determined by the faculty in the fall of 2019? 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?

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 Art Foundations, 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 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, student's 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 231 Art History: Renaissance to Today - Students in this course undertake a research project that involves not only the art of a particular time and culture, but also the values of that culture. They also look at what influences this art style, and how it has influenced others. While I believe this assignment has been successful in the past, the one student enrolled in the class this year did not complete it.

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 think this has been more successful than in past years due to the fact that students initiated an in-depth discussion concerning the appropriateness of content on the part of several featured artists. I have been sharing these videos for years, and this was the first time I had students question the content in them. The discussion challenged me and in the future I will prepare students with discussion questions in advance so we can more deeply engage with this material on initial viewing.

Curriculum Map

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

Art BFA 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 BFA Reflect on the relationship, interconnectedness, and cultural impact of various art media and processes.	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 453	ART 470	SPR
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	R	R	R	R	M	M	M	M	M, A	A

media.										
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	M, A	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	M, A	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	M, A	A
ART 2020.5 Demonstrate the systematic development of an aesthetic philosophy and original vision.	R	R	R	R	M	M	M	M	M, A	A
ART 2020.6 BFA Reflect on the relationship, interconnectedness, and cultural impact of various art media and processes.	R	R	R	R	M	M	M	M	M, A	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 BFA Curriculum Map

Standard/Outcome 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.

Assessment Measures

ART 470				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Gallery Exhibit	Has the criterion 100% BFA students should be evaluated as either proficient or advanced in this objective been met yet?			

SPR				
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?			

Standard/Outcome

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

Assessment Measures

ART 470				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Gallery Exhibit	Has the criterion 100% BFA students should be evaluated as either proficient or advanced in this objective been met yet?			

SPR				
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?			

Standard/Outcome

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

Assessment Measures

ART 470				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Gallery Exhibit	Has the criterion BFA students should be evaluated as either proficient or advanced in this objective been met yet?			

SPR				
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?			

Standard/Outcome

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

Assessment Measures

ART 470				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Gallery Exhibit	Has the criterion 100% BFA students should be evaluated as either proficient or advanced in this objective been met yet?			

SPR				
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?			

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Standard/Outcome

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

Assessment Measures

ART 470				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Gallery Exhibit	Has the criterion 100% BFA students should be evaluated as either proficient or advanced in this objective been met yet?			

SPR				
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?			

Standard/Outcome

ART 2020.6 BFA Reflect on the relationship, interconnectedness, and cultural impact of various art media and processes.

Assessment Measures

ART 470				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Gallery Exhibit	Has the criterion 100% BFA students should be evaluated as either proficient or advanced in this objective been met yet?			

SPR				
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 uses coursework and or Student Performance Review for program wide assessment. Note any changes that occurred to the process since the previous year. Discuss what activities were successful 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 21-22 academic year we used Google Drive and Google Forms to organize presentations and complete/compile rubrics. This year the entire process was virtual. We had 2 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 - Prof. Valerie Wedel, Dr. Charles Doodoo, Prof. Patrick Deffenbaugh, and Prof. Rachel Deutmeyer.

The Art Department's freshmen, sophomores, juniors, and seniors present their work for Performance Reviews.

Below are the average 2022 Performance Review scores for each of the 6 program objectives for the seven BA students. 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: 7.5

Program Objective #2: 7.6

Program Objective #3: 7

Program Objective #4: 7.5

Program Objective #5: 7.5

Program Objective #6: 7.4

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 Student Performance Review activities if not already articulated. Please describe the nature of the assessments conducted as well as the process of assessment happening 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 department 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 15 minutes of Q&A with faculty and two outside evaluators. Overall, we were happy with the scheduling and format of virtual presentations. However, several students asked for more time. We are considering raising the presentation time to 8 minutes.

The scores for all program objectives were slightly lower than for the 2020-2021 academic year, by about 1/2 point each. One reason could be higher expectations of quality student work.

The lowest score for both academic years is "**ART 2020.3** Identify and articulate the significance of major periods and works; in the history of art, and from various times and cultures." This has traditionally been a lower scoring objective in our program. We suspect one reason for this is that our students are more interested in the applications of art, especially in a design context, than in the history of art.

The scores for the BA Student Performance Review followed a similar trend, as shown in that report. Of note is the fact that the scores for the BFA are lower than for the BA students. One possible reason for this, based on conversations during advising sessions, is that the BFA does not require a minor or a foreign language. Rather than attracting students who want more focus in their major, it instead tends to attract those who want to avoid these other requirements. During advising, we should stress that the intent of a BFA is a rigorous, focused program.

Student Performance Review Schedule

Upload the program schedule for students during Performance Reviews.

2022_Student_Performance_Reviews.pdf

Senior Showcase/Symposium

Describe program activities used to highlight Senior achievement. What benefit does the program gain from the activities? What if any assessment of students happens during this event?

Senior exhibition in Cox Gallery

For the 2022 Senior Showcase, the faculty assessed the work in the exhibition (in gallery), artist statements, and student self-assessments. Below are the average Senior Showcase scores for each of the 6 program objectives for the 3 BFA 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. (We also had one holdover Art Education student from the previous structure of the Art Department. Her average score overall for the 6 program objectives was: 9.2)

Program Objective #1: 7.8

Program Objective #2: 7.3

Program Objective #3: 6.5

Program Objective #4: 7.3

Program Objective #5: 7.3

Program Objective #6: 7.25

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Tools used for Assessment

Upload rubrics or other Assessment based tools used by the program that are important to the assessment process.

2022_Student_Performance_Reviews.pdf

Service Learning

Does the Program include projects/ course content that uses the philosophy of service learning?

Yes

No (selected)

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?

Co-Curricular and LEAD Events

Describe Co-Curricular and LEAD events sponsored by program faculty. This includes LEAD and other events meant to engage students and foster learning outside of the classroom.

Valerie Wedel

LEAD event: Wondering in the Woods: Philosophy of Art - A wide ranging and free flowing philosophical discussion between Josh Turkewitz and Val Wedel on the nature and purpose of Art. Conversation followed by a Q&A. November 8, 2021

LEAD event organized by me: *Presentation on Shady the Dinosaur* - Dr. David Schmidt, Associate Professor of Environmental Science and Geology at Westminster College, presented on Shady, a 7-foot-long, 3,000 pound triceratops skull his team recovered last summer in the Badlands of South Dakota. Team member and amateur paleontologist John Tosi presented dinosaur specimens from his excavations. November 10, 2021

Sustainably Creative! Invitational lecture. LEAD event organized by the WWU Art Club and Conservation Club on the intersection between sustainability and art. February 25, 2022.

Attended Senior Art Exhibition *Interconnected* LEAD event and reception, March 24 2021

Rachel Deutmeyer

Hosted LEAD event Artist Talk – Lexi Epple, Nov 16 2021

Developed presentation for art club LEAD event Mixed Media – WWU Art Club, Nov 30 2021

Attended Student Art Exhibition *Creative Paleontology* LEAD event, March 11 2021

Attended Senior Art Exhibition *Interconnected* LEAD event and reception, March 24 2021

Dr. Charles Doodoo

03/11/2021: Student Art Exhibition- *Creative Paleontology: The Artform of Prehistory*. Excavated fossils and diverse artworks were featured in the 2022 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.

03/24/2021: Senior Art Exhibition - *Interconnected*. 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.

Patrick Deffenbaugh

TAG (Thriving Artist Group) - Faculty mentor for the club and facilitated the following events:

11/28 "Pumpin Painting

11/30 "Art Mix Media"

Conducted the following LEAD Events

11/18 -Photoshop Basics

2/12 -Sexy Beast - Valentines Creating Event

2/21 -Photoshop Basics

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 accomplishment a student achieved outside of course work or the normal expectation of student success.

Studio Art BFA student, Rosemary Lenz, displayed her most recent works as a solo exhibition titled *Living a Life of Lists*, in the William Woods Library. She also won The Faculty Award for 2021-2022, which is presented to the graduate magna cum laude or summa cum laude who, in the estimation of the faculty of the University, has evidenced exemplary devotion and commitment to the life of the mind. In August of 2021, this same student was crowned Missouri State Fair Queen. As her talent, she threw a bowl on the potter's wheel. Rosemary will be pursuing an MFA in Sculpture the University of Florida starting in the Fall of 2022.

Alumni Accomplishments

Please highlight special examples of any successes of recently graduated alumni (acceptance or graduation graduate school, employment or professional milestones).

Faculty Accomplishments

Highlight special examples of faculty success in the profession/field/content area. This is for any accomplishment of a faculty member that is research or professional in nature.

Valerie Wedel

Work in progress: *Journey of Centering* – Mixed Media Art Installation to be mounted at Access Arts, Columbia MO, July – October 2022

Work in progress: Co-editor, *Drawing the Human Form 3rd Edition*, textbook by William A. Berry, Anticipate publishing by the end of 2022.

Rachel Deutmeyer

Attended Shutterfest Photography Conference in St. Louis September 8, 9, 10 - included lectures and workshops relevant to ART 256, ART 326, and ART 327

LAND AND PATCHWORK, Central Bank of Boone County, Columbia, MO (solo exhibition)

HINDSIGHT IS 2020, Columbia Art League, Columbia, MO

2021 WATERLOO ARTS JURIED EXHIBITION, Waterloo Arts, Cleveland, OH

FLORA + FAUNA, Decode Gallery, Tucson, AZ (juried by Holly Hart)

IN-BETWEEN MOMENTS, Praxis Gallery, Minneapolis, MN (juried by Sarah Weiss)

FACULTY EXHIBITION, Mildred M. Cox Gallery, William Woods University, Fulton, MO

Juried CC Student Art Exhibition student exhibition at Columbia College (April 2022)

Dr. Charles Dodoo

- Curated excavated fossils for the 2022 student art exhibition (January 2022)

- Worked with graduating seniors on an the senior art showcase (March 2022)

Patrick Deffenbaugh

A short list of my recent projects and assignments:

Syphax: Identity and Branding system design and implementation.

Scotland County NC: Planning and building a transitional web site (official launch date June 1, 2022).

WineVoice International: Web site and App planning and design (25% complete).

Google Certificate in UI/UX design (50% completed).

Written Documents:

1. The Designers of the Future (LinkedIn December 2021)
2. Signage, Traditional vs. Digital (LinkedIn January 2022)

Research:

Smart Cities and IOT and how designers will fit into this new area of technology.

Smart City is a concept of utilizing technologies and connected data sensors to enhance and become powerful in terms of infrastructure and city operations. As per the new study from Navigate Research, the global market for smart city services is expected to reach \$225.5 billion within the next decade.

Racism in Packaging Design.

Packaging isn't separate from society, it's a reflection of it. As such, the industry is constantly struggling to reinvent itself to match the society it serves. In this document I will clearly define the role and responsibility of future designers in this critical area of diversity vs. inclusion in this important area of visual communication.

Appendix

Annual Assessment Rubric 2022

29.000 pts 64.44%

	3.000 Exceeds	2.000 Meets	1.000 Falls Below Expectations	N/A
<p>Mission Statement Clearly Articulated weight: 1.000</p> <p>✔ 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.</p>	<p>✔ The mission statement for the program clearly articulated and aligned with the University mission.</p>	<p>✔ The mission statement is minimal at best.</p>	<p>✔ N/A</p>	
Comment:				
<p>Reflection on Student Demographics, Retention, and Degree Completion Data weight: 1.000</p> <p>✔ The program provides a detailed description on the enrollment, retention, persistence and degree completion 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.</p>	<p>✔ The program provides a basic reflection on enrollment, retention, persistence, and degree completion data provided.</p>	<p>✔ The program does not reflect on enrollment, retention, persistence, and degree completion data in a detailed way.</p>	<p>✔ N/A</p>	
Comment:				
<p>Marketing Materials weight: 1.000</p> <p>✔ The program outlines the successes and needs in regards to marketing. Detailed suggestions on how to market the program and what niche areas that are program specific would benefit the marketing strategy.</p>	<p>✔ The program discussed the general marketing strategy for the program.</p>	<p>✔ The program provided little to no discussion on the marketing materials or approach to how to market the program.</p>	<p>✔ N/A</p>	
Comment:				
<p>Alignment to University Objectives weight: 1.000</p> <p>✔ The program provides a detailed explanation of how program courses align to the Institutional Objectives. This explanation details specific courses, or activities that coordinate with the intent of the Institutional Objectives.</p>	<p>✔ The program provides a basic explanation of how program courses align to the Institutional Objectives. This explanation provides a minimal understanding of how the program is aligned to the Institutional Objectives.</p>	<p>✔ The program provides little to no explanation of how program courses align to the Institutional Objectives.</p>	<p>✔ N/A</p>	
Comment:	<p>The program is aligned to the old mission and not the new one.</p>			
<p>General Education alignment clearly explained weight: 1.000</p> <p>✔ The program provides a detailed explanation of the General Education criteria 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.</p>	<p>✔ The program provides a basic explanation of the General Education curriculum and how the skills learned are expanded in program courses.</p>	<p>✔ The program provides a minimal explanation of the General Education curriculum and how the skills learned are expanded in program courses.</p>	<p>✔ N/A</p>	
Comment:				
<p>NSSE Objectives weight: 1.000</p> <p>✔ The program provided a detailed listing of activities and assessments used within the program that focused on the identified NSSE objectives. The activities and assessments were divided out within the curriculum and impacted different cohort groups.</p>	<p>✔ The program provided a basic explanation of the activities and assessments used within the program that focused on the identified NSSE objectives.</p>	<p>✔ The program provided minimal explanation of the activities and assessments used within the program that focused on the identified NSSE objectives.</p>	<p>✔ N/A</p>	
Comment:				

<p>Curriculum Map alignment and changes weight: 1.000</p>	<p>✓ The curriculum map is detailed and complete. All Changes made to the curriculum map are detailed with supporting rationale for the decision..</p>	<p>✓ The curriculum map is complete. Changes made to the curriculum map are explained with some explanation as to why the changes were implemented.</p>	<p>✓ The curriculum map is not complete and little to no explanation on curricular changes was provided.</p>	<p>✓ N/A</p>
<p>Comment:</p>	<p>Changes to Curriculum is empty?</p>			
<p>Assessment Map weight: 1.000</p>	<p>✓ 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.</p>	<p>✓ 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.</p>	<p>✓ 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.</p>	<p>✓ N/A</p>
<p>Comment:</p>	<p>Assessment map is not complete, some areas are left blank. There is no discussion on any changes made to the assessment of the program.</p>			
<p>Data Driven Decision-making is explained weight: 1.000</p>	<p>✓ An overview of program assessment is provided with details on the specific successes and challenges from the year. A detailed review of how assessment was administered over the academic year is clearly outlined.</p>	<p>✓ A basic overview of program assessment is provided with some details on the successes and challenges from the year. A basic review of how assessment was administered over the academic year is outlined.</p>	<p>✓ A basic overview of program assessment is not provided with little to no discussion on the administration of assessment over the academic year.</p>	<p>✓ N/A</p>
<p>Comment:</p>	<p>In the narrative the averages are provided. The program needs to look at the benchmark and how they have written it and then ensure that they are collecting data in a way that will answer the question. The benchmark and the data at the current time dont match. The assessment matrix chat denotes course data from classes but there are no findings present.</p>			
<p>Documentation provided on assessment findings weight: 1.000</p>	<p>✓ 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.</p>	<p>✓ The program uploads all rubric and support information to support the claims in assessment findings.</p>	<p>✓ The program did not upload the data to support assessment claims in the assessment findings.</p>	<p>✓ N/A</p>
<p>Comment:</p>				
<p>Analysis of Assessment weight: 1.000</p>	<p>✓ The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report.</p>	<p>✓ The program completed the assessment findings for each component and provided a summary for each assessment measure.</p>	<p>✓ The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure.</p>	<p>✓ N/A</p>
<p>Comment:</p>	<p>The data collected here is findings data, or data for tab 6 on SPR... this box is about how successful the assessment process was - if there are assessment procedures that need to change.</p>			
<p>Improvement narratives are selected with intentionality weight: 1.000</p>	<p>✓ The program identified Improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options</p>	<p>✓ The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment.</p>	<p>✓ The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results.</p>	<p>✓ N/A</p>
<p>Comment:</p>				

<p>Student Performance Review weight: 1.000</p>	<p>✓ The program described and provided a detailed account of Student performance Review activities. Data evidence provided and detailed.</p>	<p>✓ The program provided the schedule and a brief description of Student Performance Review with data of the results.</p>	<p>✓ The program did not provide complete explanation on Student Performance Review nor did they provide data results.</p>	<p>✓ N/A</p>
<p>Comment: <input type="text"/></p>				
<p>Senior Showcase weight: 1.000</p>	<p>✓ The program had all senior students participate in Senior Showcase and provided a detailed explanation of their expectation and the presentations presented.</p>	<p>✓ The program described the Senior showcase activities and provided some evidence of what was presented.</p>	<p>✓ Little to no content of Senior showcase was provided.</p>	<p>✓ N/A</p>
<p>Comment: <input type="text"/></p>				
<p>Co Curricular and LEAD activities weight: 1.000</p>	<p>✓ The program detailed the activities of LEAD and other co-curricular programing that was provided throughout the year. They provided numerous events for students.</p>	<p>✓ The program provided a listing of LEAD events and activities provided.</p>	<p>✓ The program provided little to no description of the Co-curricular activities provided throughout the year.</p>	<p>✓ N/A</p>
<p>Comment: <input type="text"/></p>				
<p>Faculty, alumni, and Student accomplishments weight: 1.000</p>	<p>✓ The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced.</p>	<p>✓ The program provided a listing of information on Students, Alumni, and faculty accomplishments.</p>	<p>✓ The program provided little to no data on students, alumni, faculty accomplishments.</p>	<p>✓ N/A</p>
<p>Comment: <input type="text"/></p>				

Appendix: Data