

NCA Self Study
Criterion 4 Documents

Eastern Illinois University

Year 2014

Art Assessment Report 2013

Glenn Hild

This paper is posted at The Keep.
http://thekeep.eiu.edu/eiunca_assessment_docs/1

STUDENT LEARNING ASSESSMENT PROGRAM SUMMARY FORM **AY 2012-2013**

Degree and
Program Name:

BA & BFA in Art, & Minors in Art

Submitted By:

Glenn Hild, Chair

Please use size 10 font or larger.

Please complete a separate worksheet for each academic program (major, minor) at each level (undergraduate, graduate) in your department. Worksheets are due to CASA this year by **June 14, 2013**. Worksheets should be sent electronically to kjsanders@eiu.edu and should also be submitted to your college dean. For information about assessment or help with your assessment plans, visit the Assessment webpage at <http://www.eiu.edu/~assess/> or contact Karla Sanders in CASA at 581-6056.

PART ONE

What are the learning objectives?	How, where, and when are they assessed?	What are the expectations?	What are the results?	Committee/ person responsible? How are results shared?
1. Students will demonstrate visual literacy.	Portfolio review: Selective Admissions for Graphic Design; Annual Undergraduate Exhibition; Illinois Certification Test for Visual Arts Subarea 2; Internship Evaluation; Alumni Survey	A portfolio of artworks that show evidence of visual literacy; undergraduate artworks that meet jurors expectations for inclusion in annual exhibition; on certification subject area test for Visual Arts, Subarea II: Creating & Producing works of Visual Art, score of 240 to 269 to meet expectations and score of 270 or more to exceed expectations (maximum score is 300); Internship evaluation question "Exhibit knowledge of subject matter" will be scored 3 or 4 to exceed, 2 to meet, or 1 below expectations; Alumni Survey question #2 Quality of specific studies in Art Department (with rating of 1-Low Quality to 5=High Quality).	AY13 Selective Admissions: 8 exceed expectations, 5 met expectations, 5 did not meet expectations. AY12 Selective Admissions: 16 exceed expectations, 9 met expectations, 2 did not meet expectations. In AY13 74 of 111 students met juror's expectation for inclusion in All Student Art exhibition; 18 of 74 students in exhibition received awards for artwork in exhibition. In AY12 58 of 122 students met juror's expectation for inclusion in All Student Art exhibition; 17 of 58 students in exhibition received awards for artwork in exhibition AY12 & AY13 Certification	Studio and Graphic Design Faculty. Selective Admissions review conducted by Graphic Design faculty. Student exhibition results are available to all; studio faculty aware of what accepted and not accepted into exhibition from students in area of instruction. Results of BA in Art Alumni survey shared with faculty.

			<p>Test for Visual Arts Subarea II: 8 exceeded expectations, 12 meet expectations, 1 did not meet expectations.</p> <p>No Internship evaluations returned AY12 or AY13.</p> <p>No alumni data/responses have been collected since the survey of 1999-2007 BA & MA in Art alumni. The IBHE Program Review of BA in Art is 2015 and MA in Art is 2016, so the Art Department will conduct an alumni survey sometime before Spring 2015.</p>	
2. Students will demonstrate the ability to conceptualize observations in visual, verbal and written responses.	Selective Admissions Portfolio review for Graphic Design program; Annual Undergraduate Exhibition; Internship Evaluation	A portfolio of artworks that demonstrate visual responses; undergraduate artworks that meet jurors expectations for inclusion in annual exhibition; Internship evaluation question "Effective Communication" will be scored 3 or 4 to exceed, 2 to meet, or 1 below expectations; Alumni Survey question #6 Quality of Instruction in (a) Foundations Program, (b) Major Studio Area (with rating of 1=Low Quality to 5=High Quality); Alumni Survey question #10 General Influence of Independent studio work in major on alumni's career development (with rating of 1=No influence to 5=Tremendous influence).	<p>AY13 Selective Admissions: 8 exceed expectations, 5 met expectations, 5 did not meet expectations. AY12 Selective Admissions: 16 exceed expectations, 9 met expectations, 2 did not meet expectations.</p> <p>In AY13 74 of 111 students met juror's expectation for inclusion in All Student Art exhibition; 18 of 74 students in exhibition received awards for artwork in exhibition. In AY12 58 of 122 students met juror's expectation for inclusion in All Student Art exhibition.</p> <p>No Internship evaluations returned AY12 or AY13.</p> <p>No alumni data/responses have been collected since the</p>	Studio and Graphic Design Faculty. Selective Admissions review conducted by Graphic Design faculty. Student exhibition results are available to all; studio faculty aware of what accepted and not accepted into exhibition from students in area of instruction. Results of BA in Art Alumni survey shared with faculty.

			survey of 1999-2007 BA & MA in Art alumni. The IBHE Program Review of BA in Art is 2015 and MA in Art is 2016, so the Art Department will conduct an alumni survey sometime before Spring 2015.	
3. Students will develop problem-solving and critical thinking skills.	Studio lab critiques; internship and teaching practicum evaluations; Internship Evaluation; Alumni Survey.	Art works presented for critiques to meet requirements of the specific studio problem/assignment and students able to verbalize ideas/concepts of artworks. Teaching practicum evaluations will indicate student has ability to be an effective classroom teacher; internship evaluations will indicate student has met the responsibilities/duties; Internship evaluation question "Solve Problems" will be scored 3 or 4 to exceed, 2 to meet, or 1 below expectations; Alumni Survey question #11 Importance of Critiques in relation to educational experience (with rating of 1=Not Important to 5=Very Important).	<p>15 out of 15 art education majors successfully completed Teaching Practicum in past 2 years. Supervisor's evaluations for 2011-2012 student teachers (total of 5 student teachers) indicate (from supervisor's perspective) 100% completely or mostly understand learning standards for Visual Arts content area; 100% use or practice all or most of the time the learning standards for Visual Arts content area; 100% are extremely or mostly prepared by Art Education program to be successful.</p> <p>No Internship evaluations returned AY12 or AY13.</p> <p>No alumni data/responses have been collected since the survey of 1999-2007 BA & MA in Art alumni. The IBHE Program Review of BA in Art is 2015 and MA in Art is 2016, so the Art Department will conduct an alumni survey sometime before Spring 2015.</p>	Faculty teaching courses in which critiques conducted review and revised curriculum as necessary. Internship coordinator or department chair will collect internship evaluations and share results with faculty teaching in student's degree option. Teaching practicum evaluations collected by Student Teaching Department; department has not determined how these results are to be shared. Results of BA in Art Alumni survey shared with faculty.
4. Students will develop	Annual Undergraduate	Undergraduate artworks that	In AY13 74 of 111 students	Faculty teaching courses

competence in a number of art and design media and techniques.	Exhibition; Illinois Certification Test for Visual Arts Subarea 1; Internship Evaluation; Alumni Survey	meet jurors expectations for inclusion in annual exhibition; on certification subject area test for Visual Arts, Subarea I: Elements, Principles Expressive Features, score of 240 to 269 to meet expectations and score of 270 or more to exceed expectations; Internship evaluation question "Bring an adequate amount of training to the internship" will be scored 3 or 4 to exceed, 2 to meet, or 1 below expectations. Alumni Survey question #6 Quality of instruction in Major Studio Area, Minor Studio Areas, and Teaching Methods/Art Education (with rating of 1=Low Quality to 5=High).	met juror's expectation for inclusion in All Student Art exhibition; 18 of 74 students in exhibition received awards for artwork in exhibition. In AY12 58 of 122 students met juror's expectation for inclusion in All Student Art exhibition. AY12 & AY13 Certification Test for Visual Arts Subarea I: 9 exceeded expectations, 12 met expectation, and none below expectations. No Internship evaluations returned AY12 or AY13. No alumni data/responses have been collected since the survey of 1999-2007 BA & MA in Art alumni. The IBHE Program Review of BA in Art is 2015 and MA in Art is 2016, so the Art Department will conduct an alumni survey sometime before Spring 2015.	in which these activities are emphasized revised as necessary. Student exhibition results are available to all; studio faculty aware of what accepted and not accepted into exhibition from students in area of instruction. Results of BA in Art Alumni survey shared with faculty.
5. Students will understand the major achievements in the history of art and design.	Review of exam scores in introductory art history courses; Illinois Certification Test for Visual Arts Subarea 3; Alumni Survey	Demonstrate knowledge of major achievements in the history of art and design based on exam scores in Art History I and II, score of 60 to 79 to meet expectations and score of 80 or more to exceed expectations; on certification subject area test for Visual Arts, Subarea III: Analyzing & Evaluating works of Visual Art, score of 240 to 269 to meet expectations and score of 270 or more to exceed	AY12 & AY13 Certification Test for Visual Arts Subarea III: 5 exceeded expectations, 14 met expectations, and 2 below expectations. No alumni data/responses have been collected since the survey of 1999-2007 BA & MA in Art alumni. The IBHE Program Review of BA in Art is 2015 and MA in Art is 2016, so the Art Department will conduct an	Faculty teaching courses in which this information is presented and evaluated use feedback to revised as necessary. Results of BA in Art Alumni survey shared with faculty.

		expectations. Alumni Survey question #6 Quality of instruction in Art/Design History (with rating of 1=Low Quality to 5=High Quality).	alumni survey sometime before Spring 2015.	
6. Students will understand and evaluate contemporary thinking about art and design.	Review of exam scores in contemporary art history courses; Illinois Certification Test for Visual Arts Subarea 4; Alumni Survey.	Demonstrate knowledge of contemporary art and design history based on exam scores in modern/contemporary art history and history of graphic design classes, score of 60 to 79 to meet expectations and score of 80 or more to exceed expectations; on certification subject area test for Visual Arts, Subarea IV: The Role of the Visual Arts, score of 240 to 269 to meet expectations and score of 270 or more to exceed expectations. Alumni Survey question #6 Quality of instruction in Critical Analysis (with rating of 1=Low Quality to 5=High Quality).	AY12 & AY13 Certification Test for Visual Arts Subarea IV: 2 exceeded expectations, 10 met expectations, 9 below expectations. No alumni data/responses have been collected since the survey of 1999-2007 BA & MA in Art alumni. The IBHE Program Review of BA in Art is 2015 and MA in Art is 2016, so the Art Department will conduct an alumni survey sometime before Spring 2015.	Faculty teaching courses in which this information is presented and evaluated use feedback to revised as necessary. Results of BA in Art Alumni survey shared with faculty.

(Continue objectives as needed. Cells will expand to accommodate your text.)

PART TWO

Describe your program's assessment accomplishments since your last report was submitted. Discuss ways in which you have responded to the CASA Director's comments on last year's report or simply describe what assessment work was initiated, continued, or completed.

Annual Undergraduate Art Exhibition – In 2012 a total of 56% of majors participated in the exhibition (122 submitted artworks for exhibition out of 219 total undergraduate majors); In 2013 a total of 51% of majors participated in the exhibition (111 submitted artworks for exhibition out of 217 total undergraduate majors). For both exhibitions, three art professionals not associated with EIU juried the exhibition and quoting from juror's statements, "the overall quality and skill within the submission pool was extraordinary....pieces we selected showed qualities desirable not just in student work but in professional work as well: craftsmanship,

concept, innovation, and authenticity” (2012) and “We were very impressed with range and volume of work produced by the students. In all areas we noted a high level of skills and working with materials...Our criteria for selecting Award, Merit, and Honorable Mentions were the following:

- High level of skills in design, rendering, and working with materials
- Expression and originality
- Visual impact of the piece
- Development of concept/idea in a single work or series
- Creative experimentation and risk-taking
- Evidence of passion and commitment invested in the finished work

Those that were chosen as Awards resonated in terms of form and content--there was an appropriate integration of both idea and selection of materials.” (2013)

The number of students participating in the Annual Undergraduate Art Exhibition has increased to more than 50% of the majors, this number of students participating does provide a strong overall sense of the program. The department will continue to encourage greater student participation.

2D Foundations Course – The 2D area experienced the hiring of a new annually contracted professor this year. So, the tenured professor and the new professor teaching this course engaged in considerable dialogue regarding course content and objectives. Professors met and discussed student learning outcomes, individual project outcomes, methods of evaluation, and new project ideas in an effort to improve results.

Faculty teaching the 2D Foundation course continue to be aware of, and refine the use of technology in the course as a means of preparation of students for upper division coursework. The new instructor in the area suggested the addition of drawing tablets in the 2D computer lab. The area purchased this equipment, which has allowed for an expansion in the range of approaches that the Adobe Creative Suite software can be taught, and consequently broadened the student learning objectives.

Through departmental funds, the 2D Foundations studio was able to purchase ten new digital cameras. These have allowed for the implementation of more elaborate projects utilizing cameras, as well as an additional asset for students to utilize for portfolio documentation.

A Redden Grant awarded two years ago allowed the purchase of new mat-cutting equipment that has been utilized by 2D Foundations to create professional presentation of work. This equipment, available for use by all areas of the Art Department will allow high standards of presentation to be continued.

3D Foundations - Faculty teaching in 3D Foundations continue a collaborative dialogue regarding student learning outcomes, project development and studio improvements. Several adjustments were made in one faculty members curriculum based on evaluation of previous student outcomes. For example, after recognizing the difficulty that students had in subtractive carving, the faculty member

began the project in modeling clay, which allowed students to utilize an additive technique in initiating the design of their project. This allowed students to visualize the outcome prior to carving, greatly improving the results of the subtractive carving project. In addition, faculty noted that students often did not make sufficient progress on their projects between classes. In an effort to encourage a steady development of each project, a daily, adequate progress grade was implemented. This resulted in the majority of the students working harder and more steadily, further resulting in an overall improvement in project outcomes.

Drawing 1 and 2 - Faculty teaching in the Drawing 1 and 2 courses has been in flux over the past two years, with two new annually contracted faculty teaching in this area, as well as two professors teaching drawing who have not taught drawing for a number of years. This has resulted in additional dialogue regarding expectations, work load, methods of evaluation, and curriculum. Faculty teaching the drawing courses continue to conduct ongoing assessment of course projects based on reviews of student outcomes/portfolios, critiques and comparing those to previous years' outcomes of similar projects and to other faculty outcomes. Over the past year, examples of project outcomes were periodically displayed in the Art Department by all drawing professors. This forum allowed both students and other faculty to see representative examples and a range of results from various projects and instructors. In addition, many examples of student drawings were selected and displayed in the annual Student Art Exhibition at the Tarble Art Center.

Department expectations for performance of art minors are the same as for art majors in all courses instructed. Art minor takes same group of Foundations courses as the Art major (Art 1000, 1110, 1111), so ongoing assessment of Foundations curriculum affects minor and major in same manner.

An assessment survey was prepared by the Foundations Committee and given to the Graphic Design faculty to complete following their selective admissions review. This survey was designed to provide foundation faculty with feedback on the quality of work being produced in the following courses: 2D Foundations, 3D Foundations, Drawing 1, and Drawing 2. Additionally, the survey will provide feedback on the quality of documentation of the student's portfolio submission. Results are not yet available from this survey.

Art Education continues to use a student evaluation form for 3000-level methods courses to assess student reaction to studio activities, textbook, and grading. There is an assessment of art education students in Art 3400 and Art 3410 when doing pre-teaching activities with public school students as part of enrichment program at the Tarble Arts Center; these activities are part of the pre-teaching experience for all art education majors and these assessments are conducted every semester. The art education faculty have developed a rubric for evaluating the art education student's preparation and presentation of tour and studio lesson activities and art education student's interaction with public school students participating in the Tarble program. Each art education major is assessed twice in the semester and has opportunity to address noted weaknesses.

Teacher Graduate Assessment (student teaching practicum students) results from 2011-2012 were: 83.3% of students indicated EIU class instruction was extremely valuable (50%) or moderately valuable (33.5%); 83.3% of students indicated the pre-student teaching field experiences were extremely valuable (66.7%) or moderately valuable (16.7%); 100% of students completely or mostly

understood Standard 1 and 100% of those students indicated using or practicing Standard 1 all of the time or most of the time (Standard 1: the central concepts, methods of inquiry and structures of the discipline that are necessary to create learning experiences that make the content meaningful to all students); 100% of students completely or mostly understood Illinois Learning Standards for Visual Arts content area and 100% of those students indicated using or practicing Illinois Learning Standards for Visual Arts content area all of the time or most of the time; 66.7% of students indicated being extremely prepared and 33.3% of students indicated being mostly prepared by Art Education program to be successful new teacher (NOTE: from the supervising teachers' perspective a 100% of the student teachers were extremely prepared by Art Education program to be a successful new teacher); and 83.3% of student indicated being very satisfied or satisfied with the overall quality of the teacher education program.

LiveText data reports on Art Education majors for Unit Assessments completed during Fall 2011 and Spring 2012 continue to be very positive. Lesson Plan Assessment indicated 100% of students exceeds standards. Impact on Student Learning or on Providing a Supportive Environment for Students' Learning (Impact on P-12) indicate 72.7% exceeds standard and 27.3% occasionally exceeds standard.

Data from the Clinical Practice Assessment (Student Teacher Evaluation) section of the 2011-2012 Annual Program Report for Art with Teacher Certification indicates for the 5 areas of evaluation (Diverse Students, Diverse Strategies, Diverse Subject Areas and Levels, Diverse Societies and Communities, and Diverse Technologies) the student teachers in Art exceeds standards in 74.4% of the responses, occasionally exceeds standards in 18.9% of the responses, and meets standard in 6.7% of the responses; there were no responses where student does not meet standards or occasionally meets standards. A total of 15 student teachers in art were assessed during this time period.

Art History – An upper level modern art history course instructor continues to use & refine a 3-step process to assist and provide feedback to students writing the research paper. The steps for reviewing and providing feedback for improvement are: (1) submission of the abstract with attached bibliography of 10 sources with two being journal articles, (2) rough draft – one copy is reviewed by instructor and another copy is read and evaluated by an assigned peer reviewer using a rubric, (3) finished paper responding to comments from instructor and peer reviewer. Process continues to produce excellent results.

An art history instructor assessed students were not using course vocabulary effectively in their essays. To amend this problem the instructor increased the number of definitions the students needed to do for each of the three definition assignments from defining three terms to five terms per five-week section. Instructor eliminated the definitions portion of the section exam, which most students did so well in that part of the exam it seemed too easy to uncritically use the terms and therefore, it was ineffective in assessing their functional knowledge of the terminology. Instructor replaced the definition portion of the exam with short essay questions that forced the students to apply the terminology to specific cultural concepts and historic periods.

Graphic Design – The graphic design area continues to actively encourage students to participate in internships and, if the internship is paid and in Illinois, to seek funding support through the IBHE Cooperative Work-Study Grant. From February 2011 to June 2013

thirteen (13) students participated in an internship funded by the Cooperative Work-Study Grant; the department has sought feedback from internship site at end of internship, but as responses are voluntary and no evaluation forms have been returned. The internship experience gives the student an experiential base and serves as an excellent transition in the crossover from student to professional.

Studio Art - faculty continue to conduct ongoing assessment of course projects based on reviews of student projects/portfolios, critiques, and reviewing those projects to previous years' outcomes of similar projects. Based on these assessments faculty can see improvements or deficiencies and institute changes next time course is offered.

Life Drawing instructor as begun requiring all students participate in an end of semester group exhibition. Students must professionally mat/mount drawings, install drawing in exhibition space, and organize and promote a public reception. Quality of life drawings displayed are superior. The exhibition has become excellent mechanism to promote both the life drawing program and students artwork.

The revised group critique system (more frequent crits and more student responsibility for discussing artwork) put into use in advanced painting two years ago continues. The quality of student work and increased confidence in the development of ideas continue to be results of this change in advanced painting critiques.

During Spring 2009 (and stated in the 2009 Assessment Report) the Art Department hosted a National Association of Art and Design (NASAD) Evaluation Team to verify the information provided in the department's 2009 Self-Study for accreditation. The Evaluation Team wrote in the Visitor's Report, "Most of the student work was fine to superior in execution, with many works strong in meaningful artistic concepts. Most student works on display had a cosmopolitan focus, reflecting cultural diversity and ethnic components of the faculty. Student range of technique was very good to superior."

PART THREE

Summarize changes and improvements in **curriculum, instruction, and learning** that have resulted from the implementation of your assessment program. How have you used the data? What have you learned? In light of what you have learned through your assessment efforts this year and in past years, what are your plans for the future?

2D Foundations faculty continue to meet to discuss the outcomes of student projects, identifying strengths and areas requiring improvement. Instructors agreed that a need exists to reiterate to students the fact that 2D Foundations course concepts translate and apply to all other courses within the art department. Instructors continue to experience approximately 50% of students arriving to this first-semester freshman level course lacking basic computer skills. As a result, there is an ongoing need for instruction in rudimentary computer skills to allow incoming students who are deficient in these skills to catch up to the technological demands the curriculum

requires. In addition to the use of computers as a medium in the creation of art, the profession continues to rely almost exclusively on technology for dissemination of artwork. For these reasons, instruction in technology continues to be one of the assessed goals of the course.

Faculty teaching Drawing I & II plan on additional meetings to discuss course objectives, discuss the results of the selective admissions survey, and share project results.

The advanced sculpture continues to evolve with group of older non-traditional students actively using studio. As the class is taught in the evenings, the mix of traditional students and older non-traditional students from beyond the university continues to be a very positive asset to the instruction. Maturity and independent development in the traditional students continues to improve.

Faculty member in graphic design program developed a project in conjunction with Urbana Park District for students in senior-level typography course, in which students worked with representatives of Urbana Park District (client) on branding mark for a new family aquatic center. There was in depth work with client over period of 8 weeks that included client meetings, presentations of design ideas, evaluation of proposals by client, and one student's work was selected for the new mark being used for branding of the by Crystal Lake Park Family Aquatic Center <<http://www.urbanaparks.org/outdoorpool>>. Students experienced real design world interaction with client and process to develop branding mark; client provided feedback to students and project resulted in a finished branding mark being used commercially to promote the business. Graphic Design program has found these projects where students work with actual client to create a design product provide a good assessment of the strengths of the students and program by an external evaluator.

The Jewelry/Metals program continues to check out to students an individual tool kit at beginning of the semester. The kits provide sense of ownership to the students and ability to take work home and continue practicing processes not requiring that can be practiced or completed away from the studio; results of improved craftsmanship and output continue to increased in positive ways. Also, the work/sample notebook introduced in Spring 2011 has increased student awareness of technical knowledge, maintained the higher level craftsmanship, and dialog within the class as the students continue to be more aware of the processes and can readily explore and challenge themselves when a actual project was attempted requiring process(es) practiced in the work/sample notebook. An art history instructor wanted to spend more time in lectures discussing the material with the students, so tried to speed up the lectures by establishing automatic slide progression. First tried 30 seconds per slide, but according to the students this was too fast so instructor tried 40 seconds per slide and limiting lecture to no more than 20 slides. Slide lectures were remade so each slide had less textual information and emphasized the visual images. This reorganization helped students follow along the main thread of the argument with fewer digressions. The speed also demanded the students pay full attention to the lecture. By giving two short lectures per class session the instructor had more time for discussion and more time for the students to explore the material in the folder images. Most students had positive things to say about the faster lecture format.

The instructor also experimented with expanding the number of images in the folders used in each section from about 40-50 to 60-70.

The increased number of images was accomplished by putting two images in each folder instead of one. The hope was more content in each folder would mean the students would be able to spend more time looking at images and less time passing, retrieving, and returning folders. The increased number of images seemed to tax the students ability to process the information effectively and instructor assessed in the essay papers and exams there was a more often superficial gloss of the material. The increase made it hard to synthesize the material in an effective way and make meaningful comparisons between the folder images. Next academic year the instructor will work on returning to the single image per folder arrangement.

Collection of student outcomes (images of artworks) continues with graduating senior BFA in Graphic Design or Studio Art portfolios. The portfolios are being collected for accreditation reviews; however, as the number of BFA Studio option portfolios increase, the studio faculty should consider developing a mechanism for reviewing this data.

As stated Part I, no art alumni data/responses have been collected since the survey of 1999-2007 art alumni. The following is data from that survey and reported in a previous assessment report; it is included for information purposes in this report.

- In Spring and Fall 2008 the Art Department conducted an Alumni Survey of 1999-2007 graduates. Alumni rated the quality of the department as high (average score of 4.27 with 5 being High Quality); alumni responses to questions specific to learning objects are noted above. 96.1% of the BA alumni would recommend the EIU Art Department to someone considering art/design studies.
- Satisfaction of the Graphic Design program by the alumni is very good. Alumni survey results for Graphic Design were an average of 3.7 out of 5 (High Quality) regarding “quality of your specific focus of studies” and 3.75 out of 5 (High Quality) regarding the “quality of instruction” in the Graphic Design option. 93.8% of the Graphic Design alumni would recommend the EIU Art Department to someone considering studying art/design.
- Alumni survey results for the Teacher Certification option were an average of 4.0 out of 5 (High Quality) regarding “quality of your specific focus of studies” and 4.0 out of 5 (High Quality) regarding “quality of instruction in Teaching Methods/Art Education. 83% felt they had an adequate student teaching opportunity and rated the influence of the student teaching opportunity as 4.83 out of 5 (Tremendous Influence). 100% of the Art Education alumni would recommend the EIU Art Department to someone considering studying art/design.
- Satisfaction of the Studio option by the alumni is excellent. Alumni survey results for the option in Studio were an average of 4.48 out of 5 (High Quality) regarding “quality of your specific focus of studies.” Studio Art alumni survey results ranked the quality of the instruction in the (a) Foundations program at 4.15, (b) the Major Studio area at 4.62, and (c) the Minor Studio areas at 4.27 (with 5.0 being High Quality). 95.2% of the Studio Art alumni would recommend the EIU Art Department to someone considering studying art/design.