

STUDENT LEARNING ASSESSMENT PROGRAM SUMMARY FORM

Program Name: MA in Art

Dept: Department of Art + Design

College: College of Liberal Arts and Sciences

Submitted by: Katherine Shaw, Graduate Coordinator

Chris Kahler, Department Chair

Part 1:

CGS Learning Goal #1 A depth of content knowledge	Program Learning Goal(s): Expand and enhance the level of research/creative skills in graduate student's selected media.
How are learners assessed?	<p>Admission Requirements</p> <ol style="list-style-type: none">1. Entrance portfolio:<ul style="list-style-type: none">○ 20 images of current creative work○ Written Statement of Intent○ 3 Professional Letters of Recommendation <p>Assessment and Feedback</p> <ol style="list-style-type: none">1. Group Critiques:<ul style="list-style-type: none">○ Fall Midterm○ Fall Final○ Spring2. Committee Reviews:<ul style="list-style-type: none">○ Initial MA Committee review (Fall)○ Final Fall Semester MA Committee review (for advancement)3. Visiting Artists individual critiques (as scheduled)4. Graduate Exhibition Portfolio5. Alumni Survey of MA graduates

What are the expectations for the students?	A portfolio of quality graduate level artworks that could be used in seeking exhibitions in professional venues, admission to Master of Fine Arts degree programs including assistantships / fellowships / grants, or professional employment.
What are the expectations for the program?	Successfully participate in Fall Midterm, Final and Spring Critiques. Complete fall review; pass oral examination for MA degree program.
What were the results?	<p>23-24 Graduate Exhibit/portfolio: 17 out of 19 met and exceeded expectations.</p> <p>Over the last two years, everyone who chose to go on to an MFA program was accepted to at least one program. Last year 5 program graduates continued to MFA program and one program graduate continued to a MS in Sustainability program. One student from 22/23 program began their PhD.</p> <p>Post graduate survey was administered in summer of 2023. Student response rate was low, but the responses did indicate a high degree of satisfaction with the program. Students indicated that the program helped them mature as artists. Graduate survey was not administered Summer of 2024 but is planned for Summer of 2025.</p> <p>The NASAD (National Association of Schools of Art and Design) reaccreditation review of the EIU Department of the Art and the Graduate program was completed and accreditation was received Spring 2024.</p>
How are the results shared? How will these results be used?	Each student's masters Committee provides results of Fall review and Graduate Exhibit / portfolio to Graduate Coordinator. Results shared with departmental Graduate Advisory Committee. Results of MA in Art alumni survey shared with Graduate Advisory Committee.
CGS Learning Goal #2: Critical thinking and problem-solving skills	Program Learning Goal(s): Expand and enhance ability to form and defend judgments of quality and effectiveness of graduate's creative work.

How are learners assessed?	<p>Admission Requirements</p> <ol style="list-style-type: none"> 1. Entrance Portfolio: <ol style="list-style-type: none"> a. 20 images of current creative work b. Written Statement of Intent c. 3 Professional Letters of Recommendation <p>*Establishes Level of Entry Competence</p> <p>Ongoing Assessment and Feedback</p> <ol style="list-style-type: none"> 1. Group Critiques: <ol style="list-style-type: none"> a. Fall Midterm Group Critique b. Fall Final Group Critique c. Spring Group Critique d. Provides individual feedback from graduate faculty 2. Committee Reviews: <ol style="list-style-type: none"> a. Fall Semester Committee Reviews (initial and final) b. Evaluates student progress and advancement 3. Visiting Artists Individual Critiques: <ol style="list-style-type: none"> a. Scheduled critiques provide additional feedback <p>Program Evaluation and Outcomes</p> <ol style="list-style-type: none"> 1. Graduate Exhibition Portfolio: <ol style="list-style-type: none"> a. Assesses student progress and achievement 2. Alumni Survey of MA Grads: <ol style="list-style-type: none"> a. Evaluates program effectiveness and outcomes
What are the expectations for the students?	Successfully participate in Fall Midterm, Final and Spring Critiques. Complete fall review; pass oral examination for MA degree program.
What are the expectations for the program?	Successful completion of Fall Midterm, Final and Spring Critiques. Complete fall review; and pass oral examination for MA degree program.

What were the results?	<p>23-24 Graduate review: 17 out of 19 met expectations.</p> <p>Post graduate survey was administered in summer of 2023. Student response rate was low, but the responses did indicate a high degree of satisfaction with the program. Students indicated that the program helped them mature as artists. Graduate survey was not administered Summer of 2024 but is planned for Summer of 2025.</p> <p>The NASAD (National Association of Schools of Art and Design) reaccreditation review of the EIU Department of the Art and the Graduate program was completed and accreditation was received Spring 2024.</p>
How are the results shared? How will these results be used?	Each student's Masters Committee provides results of Fall review and Graduate Exhibit / portfolio to Graduate Coordinator. Results shared with departmental Graduate Advisory Committee. Results of MA in Art alumni survey shared with Graduate Advisory Committee.

CGS Learning Goal #3: Effective oral and written communication skills	Program Learning Goal(s): The graduate demonstrates effective written and oral communication skills
How are learners assessed?	<p>Required Courses</p> <ol style="list-style-type: none"> 1. Art 5920 (M.A. in Art Colloquium) - Fall (3 hours) <ol style="list-style-type: none"> a. Develops scholarly research, critical thinking, writing, and public speaking skills b. Seminar-style course with group discussions and oral presentations 2. Art 4775 (Seminar in Twentieth-Century Art History and Criticism) - Spring (3 hours) <ol style="list-style-type: none"> a. Examines contemporary art developments (1985-2018) in historical context b. Compares traditional and innovative art historical interpretive strategies 3. Art 5910 (Graduate Exhibition Practices and Procedures) - Spring (1 hour)

	<p>Skill Evaluation</p> <ul style="list-style-type: none"> • Written Communication Skills: Evaluated through presentations, artist statement development (Art 5920), and research papers (Art 4775) • Oral Communication Skills: Evaluated through formal presentations in Art 5920 and Art 4775
What are the expectations for the students?	<p>ART5920 (Fall Term)</p> <p>Use active and critical listening skills to understand and evaluate art both in class discussions and presentations.</p> <p>Use effective language skills and appropriate terminology and concepts when speaking about art in class discussions and presentations.</p> <p>Purposefully read sources and take notes.</p> <p>Effectively use the library and the Internet to identify credible sources.</p> <p>Demonstrate understanding of and apply varied methodological approaches and competing critical /historical interpretations offered by a variety of sources.</p> <p>Practice responsible citizenship and critical thinking by engaging with the diverse ideas, individuals, groups, and cultures offered by art.</p> <p>Anticipate, reflect upon, and evaluate implications of assumptions about art and create either orally or in written form defensible arguments or positions about artworks based on an evaluation of visual/physical evidence, issues, ideas, and problems from multiple perspectives.</p> <p>Exhibit a growing understanding of professional standards and ethics.</p>

	<p>Final Evaluation: Cumulative 7 Online Discussion Threads (100 pts), CV (50 pts), The Artist Statement draft and revised draft (100 pts), Research Presentation (50 pts)</p> <p>ART4775 (Spring Term) Students are expected to develop the skills of visual analysis, as well as the ability to discuss artwork in terms of their societal context.</p> <p>Final Evaluation: Cumulative Attendance/Participation (400 pts) Midterm Exam (100 pts) Presentation & Paper (150 & 200 pts) Annotated Bibliography (50 pts) Notebook (100 pts)</p>
What are the expectations for the program?	Successful completion of Fall Midterm, Final and Spring Critiques. Complete fall review; and pass oral examination for MA degree program. Also, successful completion of ART 4775 and ART 5920.
What were the results?	<p>For 5920 over the course of the past year (Fall 2023) the majority exceeded expectations and all others met expectations.</p> <p>For 4775 over the course of the past year (Spring 2024) the majority exceeded expectations and all others met expectations.</p>
How are the results shared? How will these results be used?	Faculty teaching Art 5920 and 4775 provide results to Graduate Coordinator and department chair. Results shared with departmental Graduate Committee.
CGS Learning Goal #4: Evidence of advanced scholarship through research and/or creative activity.	Program Learning Goal(s): Expand and enhance teaching skills for GA awarded graduate students in the visual arts.
How are learners assessed?	Among the top applicants from the juried admission portfolio process, 5 students are awarded teaching GA positions. The GA's instruct the studio lab portion of ART2310G Intro to Art. The awarded GA's must take ART 5850 Teaching Practicum. Student and

	<p>supervisor evaluations of GA teaching. 5 TAs must complete a teaching portfolio by the end of spring semester.</p> <p>Alumni survey of MA grads.</p>
What are the expectations for the students?	Student evaluation of TA teaching average mean score between 4.0 and 5.0 to exceed expectation, between 3.0 and 4.0 to met expectation, and between 1.0 and 3.0 is below expectations.
What are the expectations for the program?	Student evaluation of TA teaching average mean score between 4.0 and 5.0 to exceed expectation, between 3.0 and 4.0 to met expectation, and between 1.0 and 3.0 is below expectations.
What were the results?	<p>Student evaluation of TA teaching: Fall 2022 and Spring 2023- 3 TAs exceeded expectations and 2 TA's met expectations.</p> <p>Student evaluation of TA teaching: Fall 2023 and Spring 2024- 3 TAs exceeded expectations and 2 TA's met expectations.</p> <p>Post graduate survey was administered in summer of 2023. Student response rate was low, but the responses did indicate a high degree of satisfaction with the program. Students indicated that the program helped them mature as artists. Graduate survey was not administered Summer of 2024 but is planned for Summer of 2025.</p> <p>The NASAD (National Association of Schools of Art and Design) reaccreditation review of the EIU Department of the Art and the Graduate program was completed, and accreditation was received Spring 2024.</p>
How are the results shared? How will these results be used?	Each student's Masters Committee provides results of Fall review and Graduate Exhibit / portfolio to Graduate Coordinator. Results shared with departmental Graduate Advisory Committee. Results of MA in Art alumni survey shared with Graduate Advisory Committee.

CGS Learning Goal #5: Ethics and Professional Responsibility	Program Learning Goal(s): The graduate candidate demonstrates an understanding and respect for professional ethics in the discipline.
How are learners assessed?	1. Completion of the CITI training and earn certificate.
What are the expectations for the students?	Students are expected to earn the CITI certificate.
What are the expectations for the program?	100% of students earn the CITI certificate.
What were the results?	100% of students earned the CITI certificate.
How are the results shared? How will these results be used?	Results shared with Graduate Advisory Committee.

Part 2

Describe what your program's assessment accomplishments since your last report was submitted. Discuss ways in which you have responded to the Graduate Assessment Summary Response from last year's report or simply describe what assessment work was initiated, continued, or completed.

Graduate Program Assessment and Evaluation

Program Refinement

- Faculty refine curriculum based on individual graduate student needs
- Mutually agreed upon program of study to facilitate student's educational goals

Graduate Student Reviews and Evaluations

1. **Fall Semester Reviews** (September and November)
 - a. Graduate students meet with Masters Committee (3 graduate faculty members)
 - b. Review progress and recommend direction of study based on portfolio review
2. **Spring Semester Review**
 - a. Masters Committee reviews artwork completed since fall review
 - b. Provides direction and sets expectations for graduate exhibition
3. **Graduate Oral Examination**
 - a. Takes place during graduate exhibition at Tarble Arts Center
 - b. Student explains, evaluates, contextualizes, and defends artwork

Additional Assessment and Evaluation Methods

1. **Group Critiques**
 - a. Conducted in October, December, and February
 - b. Provides feedback to students and prepares them for oral examination
2. **Visiting Artists**
 - a. Conduct individual critiques with graduate students
 - b. Provide feedback on graduate program standards and student artwork
3. **Teaching Assistantships**
 - a. Graduate students take Art 5850 – Teaching Practicum
 - b. Complete a Teaching Portfolio and end-of-year survey
4. **Course Assessment**
 - a. ART 5920 Master of Arts in Art Colloquium revised to include diverse perspectives
 - b. Faculty continue to refine curriculum and assessment methods

Program Evaluation and Improvement

- Faculty compare current assessments to previous years' experiences
- Institute changes to improve program effectiveness
- Graduate Coordinator conducts comprehensive orientation and Teaching Assistant orientation

Part 3

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?

The admission portfolio jurying by the graduate advisory committee assures a consistent knowledge or “baseline” at the point of acceptance into the program. The aesthetic and conceptual development is a much harder quality to quantify with a “one size fits all” rubric. Based on years of experience and faculty knowledge within one’s own media and expertise, suggestions of improvement are delivered. The artistic intent is judged by the quality and attention of the faculty within the department. The best assessment of the student’s art is in the discussion that occurs throughout this program’s structure and the constant attention that the student receives over the course of the program. The graduate faculty are closely involved with the assessment of the MA students through direct instruction, critiques and masters’ committee reviews (fall review, review of artwork and artist statement for graduate exhibition, and review of comprehension in the spring semester in conjunction with their thesis exhibition). These assessment processes have continued to be effective in raising and maintaining the academic performance of the students. While there are no set rubrics or quantifiable “right answers” to each individual graduate student’s visual expression or exploration, the faculty and visiting artists engage in multiple conversations with the students to assist them in the development of a cohesive, conceptually based body of artwork, situating their work within current and historical practices.

A Fall Midterm Group Critique was held in October, which allowed for more time for the students to incorporate/resolve the issues

and concerns brought up about their work and concepts before their final fall committee review for passage into degree candidacy, as well as the final critique of the fall semester. To increase exposure of the graduates and the program and to foster a better learning environment for all, the department invites the BFA studio majors to attend and participate in all group critiques as audience members.

Students accepted to Graduate Programs (MFA unless otherwise noted)

Year	Student	School
2024	Reginald Avivor	Arizona State University
	Edward Boateng	University of Massachusetts
	Hannah Kwafo	Southern Illinois University
	Mahto Salehi	University of Tennessee or University of St.Louis
	Noelle Stoops	University of Miami Ohio
2023	Nadia Abdallah	University of Georgia (PhD in Textiles: International Merchandising)
2022	Francis Akosah	University of Tennessee
	Samuel Aye-Gboyen	University of Florida
	Emma Kamerer	Ohio University
	Joy Okokon	Missouri State
2021	Chris Hughes	SIU Carbondale
	Jocelyn Hall	SIU Edwardsville
	Brigitta Zhao	Nova Scotia College of Art and Design, Halifax, Nova Scotia, Canada
	Mikhail Kogan	Massachusetts School of Art & Design Low-Res
	Erin Dellasega	Ohio University
2020	Teddy Osei	Missouri State
	Glover Marfo	Miami of Ohio
	Sophia Reed	University of Kansas
	Nick Callaway	University of Delaware
	Morgan Calabrese	Edinboro University
	Rachel Head	Cardiff Metropolitan University (teaching program)
2019	Crystalyn Hutchens	Bowling Green State University (2020)
	Garrett Brown	SIU Edwardsville

	Leila Malekadeli	Colorado State University
2018	Chad Hayward	University of Georgia (2020)
	PyLynne Myers	Ohio University (2019)
	Claudia Tommasi	Kent State University post bac
	Heidi Zenisek	University of Maryland
2017	Ryan Eckert	Arizona State University
	Prince Owusu Attah	Purdue
	Marcus Serafim Neto	Michigan State University
	Dongzi Pan	Cranbrook
	Courtney Chatham	Columbia College
	Lauren McKee	Cranbrook
	Joe Nivens	Louisiana State University (2018)

Other news from alumni of the Master of Arts in Studio Art program:

- Marcos Joao Serafim Neto got an Assistant Professor position at University of Arizona in Tucson, AZ.
- Ryan Eckert is an Assistant Professor at Dordt University in Sioux City, IA
- Hannah Freeman is an Assistant Professor at the University of Wisconsin, River Falls
- Joe Nivens is an instructor at Louisiana State University in Baton Rouge, LA
- Lacie Dague Haarmann recently got a job as a Graphic Design for the University of Illinois Champaign-Urbana.
- Nadia Abdallah is a visiting instructor of Fashion Merchandising and Apparel Design at Georgia Southern University.
- Kaen Henry is working as a designer at the Tarble Arts Center.
- Jade Phillips is the Assistant Registrar at Aspen University in Austin, TX and Phoenix, AZ (HonorHealth) campuses.
- Becca Bange is working as a designer for Mid America Motorworks.
- Stevie Roberson is an Associate Graphic Designer at Horizon Hobby in Champaign.
- Maddie Kennedy is an Interactive Graphic Designer for Cornell University, and Social Media Manager for a NFP Silent Film Museum.

- Olivia Jakubowski is a designer for Berkots grocery chain, as well as designing for Bam Ink printing and freelance work.
- Nick Eckmayer is teaching adjunct at Joliet Junior College and at St. Francis University, and running Eckmayer Pottery.
- Max Martin is teaching adjunct courses at Eureka College.
- Jaclyn Mednicov received a Make a Wave Grant, and was selected for a prestigious Residency at The Sea Foundation in the Netherlands.