

Institutional Effectiveness Report
Academic Year 2012-2013*
(*covers Spring 2013 only)
for Visual Arts Program
Francis Marion University

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Visual Arts Program Mission and Goals

The visual arts program focuses on developing the artistic abilities of students within the liberal arts tradition. Students majoring in visual arts select an area of specialization within the studio arts from painting, ceramics, photography or visual communication and in 4-6 studio courses learn the concepts and techniques of their chosen area.

The purpose of the art major is to give students a solid foundation in the studio arts and to develop visual awareness. The actual production of works in the studios, followed by critiques of their works, enhances the students' understanding. They are prepared for graduate school or for independent work in the arts through their coursework in the studio areas, supplemented by art history and related fields of study. Graduates of this program have gone on to graduate studies and jobs in art related careers.

The idea of a well-rounded education that helps students to succeed in the modern world is at the heart of traditional liberal arts education. Therefore, students in this program are required to successfully complete 60 hours of general education requirements. In addition to this foundation, the art major must successfully complete 12 hours of art history, 9 hours of basic studio courses, and 15 hours in foundation drawing, design and technology courses. After selecting an area of specialization, the student will complete an additional 12 hours of more advanced work in studio, 18 hours of work in a minor area, complete a 1 hour senior-level capstone course, and present a senior exhibition as part of the requirements for graduation.

Assessment Activities

1. Performance Appraisal

Within the discipline of visual arts, the primary means by which student achievement is measured is through the creation, evaluation and exhibition of artwork. The following assessment measurements serve to indicate the degree to which our students have successfully addressed this goal.

- Graduating students are required to mount a culminating exhibition of their advanced-level artwork (The Senior Show).
- Students are required to enter artwork in local or regional juried art competitions.
- Students are selected to represent Francis Marion University in the annual Peach Belt Conference of Schools Regional Art Exhibition.
- Students interact with external art professionals through our visiting lecture series and field trips to cultural centers and industry portfolio review sessions.
- Students are expected to interact with community artists and art groups, gaining much needed experience and networking capabilities.

2. Portfolio Development and Review

Portfolio Development and Review is approached using two methods.

- An external adjudicator from a school with a similar art program has been solicited periodically since 1996 to review the graduating senior exhibition(s). The artwork is reviewed first hand as are the student generated exhibition brochures and artist statements.
- Students within the Visual Communication discipline participate in an additional external critique and portfolio review. Professionals in the industry conduct these critiques, usually at a site off campus.

3. Program Growth and Development

Periodically, the visual arts program is modified in response to national practices, enrollment increases, technology advances, job training requirements, and suggestions from students, faculty, administration or the community. Program growth and development can occur in the following areas:

- Overall program changes
- Course and prerequisite modification
- Equipment
- Facilities and facility access
- New course development

Student responses during the exit survey and interview processes can help to determine the need for and eventual effectiveness of such modifications. The

survey specifically asks students to identify strengths and weakness of program and to suggest improvements.

4. Exit Survey and Interview

An exit survey and interview is administered to graduating seniors at the end of the each student's final semester. The visual art faculty carefully considers all student responses and suggestions for improvements. Exit survey responses are archived in the office of the visual arts program coordinator.

5. Alumni Feedback

Contact with visual arts graduates is maintained informally through phone calls, letters, and by email. Formal interaction with alumni occurs every 3-5 years and takes the form of alumni surveys and exhibitions.

6. Annual Faculty Review and Evaluation

The Visual Arts faculty continues to work in areas that address our benchmarks for measuring effectiveness: teaching, scholarship, and service to both university and community. Faculty review and evaluation occurs both on a semester basis and annual basis. These evaluations are archived in the Department Chair's office. Methods included:

- Professional preparedness as evident by holding terminal degree in field
- Annual Reports submitted to the Department Chair
- Annual Evaluations conducted by the Department Chair
- Student evaluations collected at the conclusion of each term or semester for every course taught that term
- Perceived performance as documented by student exit survey

Results and Evaluation

1. Performance Appraisal

Assessment Measurement	Results and Evaluation	Source
Senior Exhibition	100% of all graduating seniors prepared senior exhibitions during their final semester. In addition to producing a thematically related body of work, each student produced a written artist's statement. Collectively, the seniors prepared an exhibition brochure and organized an exhibition reception for family, friends, faculty and students.	Senior Exhibition Brochures
Juried Exhibitions	84% of all graduating seniors who responded submitted artwork to juried exhibitions. FMU art students were involved in the following annual exhibition opportunities in the region: North Charleston Arts Festival, Addy Awards, The Peach Belt Conference College Student Art Exhibition, Snow Island Review (campus pub.), The Pee Dee Regional Art Competition, Art Trail Gallery.	Graduating Senior Exit Survey
Other exposure	None reported.	Graduating Senior Exit Survey
Juried Exhibition Success Rate	<p><u>62% of Seniors had their work accepted.</u> <u>No. of All Art Students with Work Accepted: 5 of 8 with one accepted at multiple shows</u> 1-Pee Dee Regional Art Competition, Florence Museum 4-Addy Competition in Myrtle Beach 1-North Charleston Arts Fest 1-The Art Trail Gallery</p> <p><u>Student Honors: 5</u> Gold Addy (3) Silver Addy (2)</p>	<p>Graduating Senior Exit Survey</p> <p>Graduating Senior Exit Survey</p>

<p>Professional Exposure</p>	<p>100% of the graduating seniors (8/8) found at least one (or more) of the following extra curricular/professional activities to be of benefit: field trips, portfolio reviews, conferences, membership in The Creative Elite, campus organizations, community service, juried art competitions (further breakdown is provided in the Appendix). Field trip destinations included museums and galleries in Baltimore, Washington, DC, NYC, Richmond, Asheville, Charlotte, Columbia, Charleston, Myrtle Beach, and Florence; portfolio reviews at FMU; and businesses such as Wintworth Printing</p> <p>Additional Exposure was provided by the gallery series. Works by at many artists (including graduating FMU seniors) were presented in the various FMU galleries during the Fall 2012, Spring 2013 and Summer 2012 schedule.</p>	<p>Graduating Senior Exit Survey</p> <p>Art Gallery Series Schedule (print and web)</p>
<p>Service</p>	<p>62% (5 of 8) of graduating seniors listed service related activities on campus. Service to the university included: poster design, fliers for organizations, GLBTSA (presidency), NHS, BCM, assisting at the Art's International festival, Japan Club, Patriot campus newspaper (editorial cartoons), Snow Island Review.</p> <p>37% (3 of 8) of graduating seniors listed activities in service to the community. Service activities included: volunteer activity with the Florence Museum, Florence Regional Arts Alliance, Pecan Festival, Salvation Army, Esab soccer camp,.</p>	<p>Graduating Senior Exit Survey</p>

2. Portfolio Development and Review

Assessment Measurement	Results and Evaluations	Source
none in 2012-13		

3. Program Growth and Development

Assessment Measurement	Results and Evaluations	Source
Overall Program	<p><u>Perceived Strengths</u></p> <ul style="list-style-type: none"> • Accessible and knowledgeable Faculty • Frequent exposure to critiques • Teaching to concept • Strong sense of community • Strict deadlines prepare students for real world • Opportunity to explore personal creativity • Foundation courses • Collaborative opportunities and group learning • Updated Mac Lab <p><u>Perceived Weaknesses</u></p> <ul style="list-style-type: none"> • Courses and critiques not rigorous enough • Limited number of outside speakers • More hands-on learning <p><u>Suggested Improvements</u></p> <ul style="list-style-type: none"> • More rigorous courses and critiques • More art studio space and night hours • Classroom exercises should result in portfolio-worthy projects • More hours for Mac Lab • Updated computers in FMU Library to match Mac Lab • Use Project REAL grants for symposia with outside speakers & artists • “I wouldn’t change a thing.” 	Graduating Senior Exit Survey

<p>Course and prerequisite modification</p>	<p><u>Perceived Strengths</u></p> <ul style="list-style-type: none"> • 75% felt advising was good or very good <p><u>Perceived Weaknesses</u></p> <ul style="list-style-type: none"> • Problems with scheduling due to rotation or limited sections offered <p><u>Suggested Improvements</u></p> <ul style="list-style-type: none"> • Increase summer school offerings 	<p>Graduating Senior Exit Survey</p>
<p>Equipment</p>	<p><u>Perceived Strengths</u></p> <ul style="list-style-type: none"> • Updated Mac Lab <p><u>Perceived Weaknesses</u></p> <ul style="list-style-type: none"> • Weak computer lab for Photo students <p><u>Suggested Improvements</u></p> <ul style="list-style-type: none"> • Budget more funds for equipment upgrades • Update equipment, specifically Photo Computer Lab 	<p>Graduating Senior Exit Survey</p>
<p>Facility And Facility Access</p>	<p><u>Perceived Strengths</u></p> <ul style="list-style-type: none"> • Facilities were not a perceived strength <p><u>Perceived Weaknesses</u></p> <ul style="list-style-type: none"> • Space constraints • Access difficulties outside of class <p><u>Suggested Improvements</u></p> <ul style="list-style-type: none"> • More studio space; private space for seniors • Address problems with heating and cooling • Keys or key card system to access labs after hours • Create Mac lab elsewhere on campus, library? • Create two Mac labs one for upperclassmen the other for underclassmen 	<p>Graduating Senior Exit Survey</p>
<p>New Course Development</p>	<p><u>Suggested Additions</u></p> <ul style="list-style-type: none"> • One student each asked for more Photography, Web, and Typography classes 	<p>Graduating Senior Exit Survey</p>

4. Exit Survey and Interview

Assessment Measurement	Results and Evaluations	Source
Student Preparedness at Graduation	<p>88% of students surveyed felt prepared or very prepared for either employment or further study in the field</p> <p>Continued Education: 12% have already applied and been accepted to graduate school</p> <p>45% are considering graduate school or further studies at some point in the future</p> <p>Employment: 12% are already employed in an art field</p>	Graduating Senior Exit Survey
Career Guidance	<p>63% found career guidance to be good or very good.</p> <p>12% found career guidance to be adequate 12% found career guidance to be less than adequate</p>	Graduating Senior Exit Survey
Quality of Art Courses	<p>75% found quality of art courses to be very good</p> <p>25% found the quality to be good</p>	Graduating Senior Exit Survey
Quality of Advisement	<p>88% found quality of advisement to be good or very good</p> <p>12% found quality to be adequate</p>	Graduating Senior Exit Survey
Faculty Accessibility	<p>75% found faculty accessibility to be good or very good</p> <p>25% found the accessibility to be adequate</p>	Graduating Senior Exit Survey

Quality of Faculty	50% found quality of faculty to be good or very good 50% found quality of faculty to be adequate	Graduating Senior Exit Survey
Quality of Facilities	0% found quality of facilities to be good or very good 75% found quality of facilities to be adequate 25% found quality of facilities to be less than adequate	Graduating Senior Exit Survey
Overall Satisfaction	50% found overall satisfaction to be good or very good 50% found overall satisfaction to be adequate 5% had no response	Graduating Senior Exit Survey

5. Alumni Feedback

No alumni survey was conducted this year.

6. Annual Faculty Review and Evaluation

Assessment Measurement	Results and Evaluations	Source
Terminal Degree	100% of the full-time and part-time faculty in Visual Arts hold terminal degrees in their field.	Faculty CV
Annual Reports	100% of faculty submitted an annual report. These reports are submitted to the Department Chair and note teaching, scholarly and service activity for the academic year. Access to these are confidential and restricted, yet their raw data help determine faculty evaluations, salaries, tenure decisions and promotions.	Annual Reports (not accessible to the writer of this report)
Annual Evaluations	100% of the faculty were evaluated by the Department Chair. The results of these evaluations are confidential, shared only with the Chair and the individual professor. These evaluations, however, do play a part in faculty pay raises.	Annual Evaluations (not accessible to the writer of this report)

Student Evaluations	100% of all faculty completed student evaluations at the conclusion of each semester. Written comments are returned to the faculty. Scanned information is calculated and returned to the faculty as numerical data. At the time of this report, data from these evaluations was not available. However, these documents are part of the required packet of information submitted for promotion and tenure consideration.	Student Evaluations (not accessible to the writer of this report)
Student Perception of Faculty Performance	50% found quality of faculty to be good-to-excellent 50% found quality of faculty to be adequate-to-good	Graduating Senior Exit Survey

Improvements in Place

1. Performance Appraisal

Assessment Measurement	Issues of Concern	Action Taken
Senior Exhibition	Address issues of quality and consistency.	A Senior Seminar capstone course has been in place since 2008. The exhibition responsibility will be moved from the advanced studio courses to this course, thus allowing the students to work an entire semester and mount the exhibition in the following semester. This has improved the quality and congruency of work.
Juried Exhibitions	Looking for 100% compliance by the Senior year.	88% compliance achieved this year. The capstone course can now continue to address this goal by having students enter a competition as part of the course requirements
Peach Belt Conference College Students Art Exhibition	Looking for maximum compliance (usually only allow 8 student entries from each school), especially with new awards feature.	Pursue exhibition opportunity in forthcoming years, as the host institutions allow. Might seek to separate the exhibition from the athletic tournament so as to avoid conflicts in the future.

Professional Exposure	Continue to build this valuable program	<p>Students participated in one external Portfolio Review in Columbia. Seek out additional opportunities within the community. Actively pursue contacts with other programs and venues in the region.</p> <p>With the completion of the new Performing Arts Center, additional funding is anticipated for the Artist and Lecture series. This may bring about additional opportunities for professional interaction.</p>
Service	Build this aspect of the program	<p>62% of graduating seniors participated in some form of service-related activities. Seek out additional opportunities for service on and off campus, particularly in association with the new Performing Arts Center. These opportunities provide valuable experience and direct application of theories discussed in the classroom.</p>

2. Portfolio Development and Review

Assessment Measurement	Issues of Concern	Actions Taken
Visit by External Adjudicator from similar program	A valuable tool which must be maintained, although both pool of potential evaluators in SC and funding for out-of-state is limited.	Ideally, senior shows should be judged at least once a year, budget permitting.
External Portfolio Review	A valuable tool which must be maintained	Tentative plans are to engage another outside reviewer as soon as practical.

3. Program Growth and Development

Assessment Measurement	Issues of Concern	Action Taken
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New Courses	Inadequate variety within Photography Major	Several new classes are being offered in the next 24 months
Facility And Facility Access	Space constraints Access difficulties outside of class	An on-going problem for which no major remedy is in sight. Lab access is limited due to the overuse of the Mac lab as a classroom. Access after hours is determined by the availability of student lab monitors and money budgeted for their wages. Every effort will be made to provide the maximum hours possible.

4. Exit Survey and Interview

Assessment Measurement	Issues of Concern	Actions have been taken
Student Preparedness at Graduation	To make students more competitive in the job market and in graduate school.	Visual Arts faculty are actively encouraged to seek available Project REAL grants (up to \$5000) to permit more student travel to conferences, portfolio reviews, big city art museums, off-campus projects, and on-campus symposia and workshops.
Career Guidance	Increase student awareness of career options	Address these issues through the Senior Seminar Capstone course and also through an envisioned AIGA student chapter. Handouts listing career options and salary ranges in Visual Art are annually updated and discussed in the Two-Dimensional Design course. Involve professional from the community in course lectures to provide options and role models. Continue external portfolio review conferences.

Quality of Art Courses	Build upon the rigorous courses currently offered	Challenge students to work harder in the foundation courses; start before the senior year to help students focus on what the topic or theme of their advanced work might be; stress the importance of their art history courses; and help them develop greater language skills and critical thinking abilities.
Quality of Advisement	Build accurate and efficient advising opportunities	Degree audits showing precise, up-to-date students' academic history are now available online and are being used regularly by faculty advisors. The Chair has created a helpful registration guide handout for students on avoiding problems during the advising and registration process. The <u>faculty routinely assist each other</u> to solve students' problems during advising week.
Faculty Accessibility	No concerns	Continue posting class schedules and office hours. Remain available to students as much as possible.
Quality of Faculty	As a group, rated more highly than in past years.	Support the faculty with travel funds, new equipment funds, professional development funds. Senior Exit questions may be revised to pinpoint student perceptions more fully, and faculty quality will be maintained.
Quality of Facilities	Address space, equipment, and accessibility needs	The new Performing Arts Center has focused departmental efforts to relocate some functions downtown, yet no additional on-campus space has become available for Visual Arts. Student access continues to be a problem as long as rooms are over-booked and work-study funds dwindle. A campus-wide keyless entry system is in preparation. Additional funding for more student lab assistants may be difficult to procure, as the increase in student wages will necessitate a cut back in hours. Solutions will still be sought, however, as the seriousness of this matter is well understood by the arts faculty.

Overall Satisfaction	Continue to improve overall satisfaction	Equipment and software upgrades have been made, especially in Photography and Visual Communication.
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5. Alumni Feedback

There was an alumni art exhibition this past year, but no general alumni survey was conducted.

6. Annual Faculty Review and Evaluation

Assessment Measurement	Issues of Concern	Actions Taken
Terminal Degree	No concerns	Continue hiring faculty with terminal degrees.
Annual Reports	Maintain this quality of performance	The faculty will continue to perform well in all areas of teaching, scholarship and service.
Annual Evaluations	Maintain this quality of performance	This procedure is consistent with university policy. The Department Chair will continue to evaluate faculty on an annual basis and make recommendations as appropriate to individual faculty members.
Student Evaluations	Maintain this quality of performance	This procedure is consistent with university policy. The students will continue to evaluate faculty on a semester basis and these results will continue to impact promotion and tenure of faculty.
Student Perception of Faculty Performance	Maintain this level of approval among students	The faculty will continue to perform as the highest possible quality in an attempt to maintain the appreciation and recognition of the students in our program.

Planned Improvements

1. Performance Appraisal

The Senior Exhibition continues to be a culminating experience for the Visual Arts major. With the establishment of the capstone course, Senior Seminar, exhibitions will be coordinated with consistent standards applied to all disciplines. The department has been offering the course for four years now.

The faculty plans to broaden contact with professionals by seeking new opportunities in the internship program, inviting artists to give demonstrations/workshops in conjunction with their campus exhibits, and by expanding the opportunities within the Artist and Lecture series.

Effort needs to be redoubled to boost voluntary Visual Arts student participation in area and regional art shows. Additionally, students who have not participated in optional field trips to see big city studios and art museums should be encouraged to broaden their professional horizons, even when they seem uninterested or constrained by finances. The available monies of Project REAL (formerly known as the Quality Enhancement Project) have been tapped into very successfully by nearly all faculty within the Visual Arts program.

2. Portfolio Development and Review

It is anticipated that students entering the Visual Communication program will undergo at least three distinct portfolio reviews as they progress through the program.

Sophomore Review - Discussion continues regarding the implementation of a sophomore portfolio review. Such a review would require that all foundation coursework for art majors be completed in two years...before any substantive exploration in the four upper-level major disciplines. Such a review could also be beneficial for scholarship determinations. But implementation has been postponed indefinitely by the Chair until sufficient adjunct faculty can be hired to ensure that enough Foundation classes can be offered so that students can finish all these requirements in 2 years.

External Review – The department will continue to use external reviewers to provide valuable feedback on the quality of student work, though none were held this past academic year. Visual Communication majors regularly undergo professional portfolio reviews at sites off campus, including Columbia.

Senior Review - Senior Seminar is now being offered each semester. It is a required one-hour course.

3. Program Growth and Development

Overall Program – 2012-3 is the first full year with the new Photography professor with an expected increased enrollment in that field. In the area of Visual Communication, efforts have been made this past year to work towards a separate B.A. degree in Design.

Equipment – The Mac Computer Lab for Design was updated 2012-13 and a brand-new Photo Computer Lab was in place for Fall 2012.

Facilities – FMU’s new off-campus performing arts center, formally dedicated in September 2012, is not a Visual Arts facility, and few current spaces in the Fine Arts building on campus were vacated to alleviate long-term overcrowding for Visual Arts. Given current severe space restrictions, the art trailer and the photo studio contained within (once expected to be eliminated) are to remain for the foreseeable future.

The Creative Elite (formerly the Art Guild) - Student participation has recently been low even when the necessary officers have been elected. Time constraints for both faculty advisers and students has become a growing factor inhibiting participation in many campus organizations. Professional internships are a growing national trend. And FMU’s Project REAL, with its many available off-campus activities spread across the calendar, has taken up much of the slack (available student extracurricular time)--both these outlets may be an acceptable trade-off for a moribund student organization. Nonetheless, efforts will be made to consult with Visual Arts students in the coming year to pinpoint their current interest level in a general student art organization (advised primarily by the department’s art historian), and then asked whether it should cease being so broadly-pitched and instead shift to being more career- and profession-focused with all activities tied directly back more vocationally into discipline areas. Currently, only the Design area may have enough students to accomplish this, yet a student chapter of AIGA has never been successfully established at FMU.

4. Exit Survey and Interview

The senior exit survey continues to be one of our most valuable tools for assessment, although student responses have in some cases not been as complete or as thoughtful as desired. More emphasis will need to be placed on thoroughness in these exit interviews if they are to serve fully their intended purpose, and certain issues will need to be addressed in depth during the Interview process.

5. Alumni Feedback

The visual arts program plans to continue with an alumni exhibition on a three to five year cycle. An alumni survey needs to be conducted in the next year or two.

6. Annual Faculty Review and Evaluation

Faculty review methods are a matter of university policy and changes in this matter would occur across the university as a whole. We will continue to record our teaching and scholarship accomplishments as well as our service contributions to the university and community.

General Education Courses

The department offers one course that is specifically designed to fulfill a humanities requirement within general education. 4-6 sections of this course, **Art 101: Introduction to Art**, are offered to non-majors each fall and spring as well as in the summer terms. No significant changes have been made to this course since the visual library was moved from slides to digital images eight years ago, yet it is anticipated that a new updated description will be submitted for the 2014-2015 catalogue. The number of seats available in each section has risen slightly over the years, and unfortunately the cap has risen to 60, which cannot realistically be exceeded in the classroom’s physical space. Frequently the department has had to hire adjunct faculty to help meet university demand for this course, but these part-time faculty all hold graduate degrees in art and are highly qualified to teach this course.

Appendix

Exit Survey Results - Fall 2012 (unavailable) and Spring 2013 (8 responses)

FMU Fine Arts Department are concentrations* – Visual Communication (6), Painting (2), Photography (1) Ceramics (0) * one student double-majored in both Photography and Painting

Continuing education:

(0/8 = 0%) Applying for graduate school in art	(1/8 = 12%) Considering graduate school in the future	(1/8 = 12%) Considering further education in art field	(1/8 = 12%) Considering other education in unrelated field	(5/8 = 64%) Not pursuing further education at this time
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Employment:

(1/8 = 12%) Currently employed in art related field	(7/8) Not currently employed in art-related field			
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Well-Prepared in Art:

for Employment? (2/8 = 25%) Agree	(6/8 = 75%) Somewhat agree	(0/8 = 0%) Somewhat disagree	(0/8 = 0%) Disagree	(0/0 = 0%) No opinion
for Grad. Study? (4/8 = 50%) Agree	(2/8= 25%) Somewhat agree	(0/8 = 0%) Somewhat disagree	(0/8= 0%) Disagree	(2/8= 25%) No opinion

Career guidance by faculty was helpful:

(4/8 = 50%) Agree	(3/8 = 37%) Somewhat agree	(0/8 = 0%) Somewhat disagree	(0/8 = 0%) Disagree	(1/8 = 12%) No opinion
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Quality of Art courses was as good as, or better than, non-major courses:

(6/8 = 75%) Agree	(2/8= 25%) Somewhat agree	(0/8 = 0%) Somewhat disagree	(0/8 = 0%) Disagree	(0/8 = 0%) No opinion
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Prerequisites for Art courses were appropriate:

(8/8 = 100%) Agree	(0/8 = 0%) Somewhat agree	(0/8 = 0%) Somewhat disagree	(0/8 = 0%) Disagree	(0/8 = 0%) No opinion
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I was properly advised by my faculty advisor:

(6/8= 75%) Agree	(1/8 = 12%) Somewhat agree	(1/8 = 12%) Somewhat disagree	(0/8 = 0%) Disagree	(0/8 = 0%) No opinion
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The Art Faculty were accessible for advice:

(8/8= 100%) Agree	(0/8= 0%) Somewhat agree	(0/8= 0%) Somewhat disagree	(0/8= 0%) Disagree	(0/8= 0%) No opinion
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Quality of Art Faculty (They were prepared, interested, effective):

(5/8= 63%) Agree	(2/8= 25%) Somewhat agree	(1/8= 12%) Somewhat disagree	(0/8= 0%) Disagree	(0/8= 0%) No opinion
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Quality of Facilities is adequate (space, equipment, access, comfort):

Art Studios (3/8 = 37%) Agree	(3/8= 37%) Somewhat agree	(1/8= 12%) Somewhat disagree	(1/8 = 12%) Disagree	(0/8 = 0%) No opinion
Art History Classroom (6/8= 75%) Agree	(1/8 = 12%) Somewhat agree	(1/8 = 12%) Somewhat disagree	(0/8 = 0%) Disagree	(0/8= 0%) No opinion

Quality of Library is adequate (I could find information I needed):

(5/8 = 63%) Agree	2/8 = 25% Somewhat agree	(1/8 = 12%) Somewhat disagree	(0/8 = 0%) Disagree	(0/8 = 0%) No opinion
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I am satisfied overall with the specialty area(s) in my Art Major :

(7/8 = 88%) Agree	(1/8 = 12%) Somewhat agree	(0/8 = 0%) Somewhat disagree	(0/8 = 0%) Disagree	(0/8 = 0%) No opinion
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Museum, Gallery, Industry trips:

- **Positive experience (6/8 = 75%)**
 - “Was interesting to see all of the art studied during the course [course not specified]” (1)
 - “That was a very educational trip [Wentworth Gallery], and def[initely] shows the multiple directions of design” (1)
 - “Went with Prof Gately’s paint[ing] class & I always feel that I get a lot from museums” (1)
 - “Dr. Howell is a jam packed informational tour guide. I enjoyed everything I learned on the trips.”(1)
 - “Were invaluable to see actual art work that was studied leaves you with a deeper appreciation and understanding of various time periods as well as seeing works by contemporary artists.” (1)
 - “Went to Myrtle Beach to different design firms & Wentworth” (1)
 - Destinations Mentioned: New York City; NYC; Baltimore; Washington, DC; Richmond (VA); Asheville; Charlotte NC; Charleston; Columbia (SC); Myrtle Beach;
- **Mixed response (0/8 = 0%)**
- **Negative Experience (0/8 = 0%)**
- **No response (2/8= 25%)**

Professional Portfolio Reviews:

- **Positive experience (6/8 = 75%)**
 - “Definitely helped me realize which areas to focus on for improvement.” (1)
 - “I wanted to change my portfolio so it was helpful to have professionals point out areas that needed improvement, and also to point out strong areas in portfolio as well. Ot helped in preparing oneself for an actual interview for job and being able to see what’s wrong so one can fix before presenting it to companies.” (1)
 - “It was very interesting getting to see what each designer focused mainly on. They were all very different.” (1)
 - “Review by guest artists Mary Ellen and Dale Johnson, and Jack Clayton.” (1)

- “Also invaluable. The constructive criticism received enables you to see and understand your work from a different perspective, enabling you to grow and advance further in your field of emphasis.”
- **Mildly positive** (1/8 = 12%)
 - “Just wish [we] could have gone to AIGA or somewhere where [we] could have had a more in-depth review from several people--just wish [we] had more firm or professionals outside of FMU.”
- **Mildly or Wholly Negative Experience** (0/8 = 0%)
- **No response** (1/8= 12%)

Student art group (The Creative Elite):

Of value?

(0/8 = 0%) Agree	(0/8= 0%) Somewhat agree	(1/8 = 12%) Somewhat disagree	(0/8 = 0%) Disagree	(7/8 = 88%) No opinion
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- **Participant** (1/8 = 12%)
 - “There wasn’t much that I got out of it however the time that art students could actually give towards it was very limited.”
 - “It is a wonderful way to share and express ideas.”
- **Didn’t participate** (7/8= 88%)

University Service:

- **Participated in university service activities** (5/8 = 63%)
 - GLBTSA (2)
 - The Patriot, editorial cartoonist (campus newspaper) “Just hard for me to make time for it so became very stressful--so didn’t get a full experience.”
 - Japan Club
 - NHS (1), Greek activities (2)
 - Arts Alive/Arts International (2) “Just a way to enjoy being creative in a fun environment [sidewalk chalking assistant]
 - Baptist Campus Ministries (did flyers)(1)
- **Did not participate in university service activities** (3/8= 37%)
- **No Response** (3/8= 37%)

Community Service:

- **Participated in community service activities** (3/8 = 63%)
 - Volunteer work in the community – Animal Shelter (1), Art Trail Gallery (1), Church (1)
 - “It is a good way to give back to the community.” [no activity specified]
 - Pecan Festival (2)
 - Salvation Army volunteer

- ESAB (soccer training for kids)
- **Did not participate in community service activities** (5/8 = 0%)
- **No Response** (4/8 = 37%)

Juried exhibitions:

- **Participated in juried exhibitions** (5/8 = 63%)
 - ADDY's (4) –Snow Island Review (1), Peach Belt (1), Chameleon Art Gallery in Darlington (1), Visualicious at the Art Trail Gallery (1), Florence Regional Arts Alliance Group Show (1),
- **Participated in non-juried exhibitions** (4/8 = 50%)
 - North Charleston Art Fest, Camden Art Association (1), Sasha & Tari Federer exh. at Hyman Art Gallery FMU (1), Lynda English Art Gallery (1), Brunswick NC Historical Society NC (1), Eastern Carolina Community Foundation (1)
- **Did not participate in external exhibition** (2/8 = 25%)

Perceived purpose of Art Program:

- “Prepare students well for further education, maybe not job.” (1)
- “A way to familiarize students with art equipment, media, and programs. It should also encourage the growth of a personal style.” (1)
- “To help focus the minds of creative individuals to help give them a better chance of success in the future.” (1)
- “A utility for students planning a career in art to learn how to be successful in their field as well as an important cultural addition to life at the university.” (1)
- “As a building block for students to learn that the association of construction and production toward design is essential for an effective design--not only is design important but the process in which to get there also.” (1)
- “Provide experience, training and learning in the visual arts field to create advanced artists and designers.”
- “A process that helps you grow and mature in becoming more creative, competitive, being more professional and learning and understanding time management.”
- “Full preparation to graduate as a studio artist or to be able to apply for a job in the field of particular emphasis in visual arts as well as apply for graduate school.”

Strengths of Program:

- **Faculty** (7/8 = 88%)
 - Knowledgeable faculty

- Experienced faculty who can always get answers to a question
- Good advice from instructors
- Patience of and encouragement from faculty
- **Learning Experience** (4/8 = **50%**)
 - Variety of art history classes
 - Promotes critical thinking
 - Encouragement of creativity
 - Good learning atmosphere
- **Course Work** (3/8 = **37%**)
 - Rigorous program
 - Covers more than just the basics
- **Sense of community** (1/8 = **37%**)
 - “can reflect and collaborate on one another’s work . . . great way to learn from other’s ideas but to see how others view
- **No Response** (1/8 = **37%**)

Suggestions for improvement:

- **Facilities**
 - “I believe if the funds were there to acquire some of the things [unspecified] that would further the program ...” (1/8 = **12%**)
 - “The availability of studio space is an issue. There should be night hours available with security so that students are not secretly staying overnight putting themselves and possibly the building in danger.”
- **Program / Discipline**
 - Harsher critiques of student work to permit more rapid improvement (1/8 = 12%)
- **Courses**
 - More variety, photo lighting courses, film course, printmaking, Web classes, more typography courses, more outside artist lectures (each 1/8 = 12%)
- **Access**
 - More lab accessibility outside of class (1/8 = **12%**)
- **Equipment**
- **More flexibility with grades** (1/8 = **12%**)
- **None** (1/8 = **37%**)

Courses that should be added to the program arranged by discipline:

- **Visual Communication**
 - More training in Photoshop and other software applications (2/8 = **25%**)
 - Packaging Science (2/8 = **25%**)
 - Digital Illustration (1/8 = **12%**)
- **Painting / Drawing**
 - More Drawing courses (1/8 = **12%**)
 - More Printmaking (taught as a regular course) (1/8 = **12%**)
- **Ceramics / Sculpture**

- None mentioned (0/8 = **0%**)
- **Photography**
 - None mentioned (0/8 = **0%**)

Courses that should be added to the program arranged by discipline: (continued)

- **Art History**
 - History of Graphic Design (1/8 = **16%**)
- **New Courses beyond the above categories**
 - Influence of religion on art (1/8 = 12%)