

Institutional Effectiveness Report  
Academic Year 2010-2011  
For Visual Arts Program

*Samuel H. Howell, Jr., Ph.D.*

*Coordinator of Art History Program  
Coordinator of Visual Arts IE*

*Lawrence P. Anderson*

*Chair, Department of Fine Arts*

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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	<b>100% of all graduating seniors prepared senior exhibitions during their final semester.</b> 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	<b>88% of all graduating seniors who responded submitted artwork to juried exhibitions (one senior did not report).</b> FMU art students were involved in the following annual exhibition opportunities in the region: The Pee Dee Regional Art Competition, Atalaya Arts & Crafts Festival, Art Trail Gallery, The Miniature Art Competition, The Peach Belt Conference College Student Art Exhibition, The AAF (American Advertising Federation) ADDY Awards; and online: Photographer's Forum (Best of 2010).	Graduating Senior Exit Survey
Other exposure	<b>None reported.</b>	Graduating Senior Exit Survey
Juried Exhibition Success Rate	<b><u>37% of Seniors had their work accepted.</u></b> <b><u>No. of All Art Students with Work Accepted: 3 of 8 with one accepted at multiple shows</u></b> 2-Pee Dee Regional Art Competition, Florence Museum. 1-Miniature Art Competition, Florence Museum. 1-Peach Belt Conference Student Art Exhibition. 1-Atalaya Arts and Crafts Festival 1-The Art Trail Gallery 1-Photographer's Forum Best of 2010  <b><u>Student Honors: 1</u></b> Art Trail Gallery, 1 <sup>st</sup> Place Cityscape Photographer's Forum Best of 2010, Finalist	Graduating Senior Exit Survey;  Graduating Senior Exit Survey

<p>Professional Exposure</p>	<p><b>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 Art Guild/The Creative Elite, campus organizations, community service, juried art competitions (further breakdown is provided in the Appendix).</b> Field trip destinations included museums and galleries in Washington, DC, Richmond, Columbia, Charleston and Florence; portfolio reviews in Orangeburg; and businesses such as S&amp;W Printing.</p> <p>Additional Exposure was provided by the gallery series. Works by at least 27 artists (including graduating FMU seniors) were presented in the various FMU galleries during the Fall 2010, Spring 2011 and Summer 2011 schedule. Featured media included: Painting, Drawing, Printmaking, Photography, Mixed Media, Ceramics, Wood, Textiles and Metals. On Saturday March 5, 2011 there was a full day of studio activities involving three ceramic artists followed by a symposium moderated by FMU Visual Arts &amp; Art Education faculty.</p>	<p>Graduating Senior Exit Survey</p> <p>Art Gallery Series Schedule (print and web)</p>
<p>Service</p>	<p><b>50% (4 of 8) of graduating seniors listed service related activities on campus.</b> Service to the university included: poster design, fliers for organizations, GLBTSA, NHS, assisting at the Art's International festival, and various Greek activities.</p> <p><b>62% (5 of 8) of graduating seniors listed activities in service to the community.</b> Service activities included: volunteer activity with the Florence Museum, Florence Regional Arts Alliance, Greenwood Elementary School, Florence Humane Society, Baptist Student missions, designing T-shirts for family reunion, painting murals, Chef &amp; Child.</p>	<p>Graduating Senior Exit Survey</p>

## 2. Portfolio Development and Review

Assessment Measurement	Results and Evaluations	Source
External Senior Show Review Fall 2010	Fall 2010 graduating seniors included three Photo majors, one painting major, and one Visual Communication major. The show overall was judged to be strong, with good conceptual development yet only adequate artists statements which need to sound more formal and be better edited.	Attached letter from Prof. MacAnn of Coastal Carolina Univ. at end of document

## 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"> <li>• Accessible and knowledgeable Faculty</li> <li>• Critical thinking opportunities</li> <li>• Opportunity to explore various media</li> <li>• Opportunity to explore personal creativity</li> <li>• Provides good professional foundation</li> </ul> <p><u>Perceived Weaknesses</u></p> <ul style="list-style-type: none"> <li>• Courses and critiques not rigorous enough</li> <li>• Limited number of outside speakers</li> </ul> <p><u>Suggested Improvements</u></p> <ul style="list-style-type: none"> <li>• More rigorous courses and critiques</li> <li>• Use QEP grants for symposia with outside speakers &amp; artists</li> </ul>	Graduating Senior Exit Survey
Course and prerequisite modification	<p><u>Perceived Strengths</u></p> <ul style="list-style-type: none"> <li>• <b>88% felt advising was good or very good</b></li> </ul> <p><u>Perceived Weaknesses</u></p> <ul style="list-style-type: none"> <li>• Problems with scheduling due to rotation or limited sections offered</li> </ul> <p><u>Suggested Improvements</u></p> <ul style="list-style-type: none"> <li>• Increase summer school offerings</li> </ul>	Graduating Senior Exit Survey
Equipment	<u>Perceived Strengths</u>	Graduating

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

**4. Exit Survey and Interview**

Assessment Measurement	Results and Evaluations	Source
Student Preparedness at Graduation	<p><b>88% of students surveyed felt prepared or very prepared for either employment or further study in the field</b></p> <p>Continued Education:  <b>12% have already applied and been accepted to graduate school</b></p> <p><b>45% are considering graduate school or further studies at some point in the future</b></p>	Graduating Senior Exit Survey



	Employment: <b>12% are already employed in an art field</b>	
Career Guidance	<b>63% found career guidance to be good or very good.</b> 12% found career guidance to be adequate 12% found career guidance to be less than adequate	Graduating Senior Exit Survey
Quality of Art Courses	<b>75% found quality of art courses to be very good</b> 25% found the quality to be good	Graduating Senior Exit Survey
Quality of Advisement	<b>88% found quality of advisement to be good or very good</b> 12% found quality to be adequate	Graduating Senior Exit Survey
Faculty Accessibility	<b>75% found faculty accessibility to be good or very good</b> 25% found the accessibility to be adequate	Graduating Senior Exit Survey
Quality of Faculty	<b>50% found quality of faculty to be good or very good</b> 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 <b>25% found quality of facilities to be less than adequate</b>	Graduating Senior Exit Survey
Overall Satisfaction	<b>50% found overall satisfaction to be good or very good</b> 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	<b>100% of the full-time and part-time faculty in Visual Arts hold terminal degrees in their field.</b>	Faculty CV
Annual Reports	<b>100% of faculty submitted an annual report.</b> 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	<b>100% of the faculty were evaluated by the Department Chair.</b> 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	<b>100% of all faculty completed student evaluations at the conclusion of each semester.</b> 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	<b>50% found quality of faculty to be good-to-excellent</b> 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.	<b>A Senior Seminar capstone course has been in place since 2008.</b> 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 should improve the quality and congruency of work.
Juried Exhibitions	Looking for 100% compliance by the Senior year.	<b>88% compliance achieved this year.</b> 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	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.

	new awards feature.	
Professional Exposure	Continue to build this valuable program	<p><b>Students participated in one external Portfolio Review in Columbia.</b></p> <p>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><b>62% of graduating seniors participated in some form of service-related activities.</b></p> <p>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.	Senior Show was judged externally Fall 2010 [document appended at end of report]. Ideally, senior shows should be judged at least once a year, budget permitting.
External Portfolio Review	A valuable tool which must be maintained	<b>Visual Communication students attended a Portfolio review in Columbia Spring 2011.</b> Continue building contacts with other programs and venues in the region. Look for opportunities for both professional and peer review.

## 3. Program Growth and Development

Assessment Measurement	Issues of Concern	Action Taken
Course and prerequisite modification	Modification of course requirements for minor in Visual Arts minor	The addition of ART 231 (Typography) as a required course was justified if a student wants to complete a 300 level course in the Visual

		Communication specialty for their Minor. The course is already required for the Visual Communication major.
Facility And Facility Access	Space constraints  Access difficulties outside of class	The construction of the Performing Arts Center downtown (complete as of late Summer 2010) may open space on campus for expansion or relocation of visual arts disciplines.  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 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 Quality Enhancement Project grants (up to \$5000) to permit more student travel to conferences, portfolio reviews, and big city art museums.
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 <b>work harder</b> in the foundation courses; start before the senior year to help students <b>focus</b> on what the topic or theme of their advanced work might be; stress

		the importance of their <b>art history</b> courses; and help them develop greater <b>language skills</b> and <b>critical thinking</b> abilities.
Quality of Advisement	Build accurate and efficient advising opportunities	<b>Degree audits</b> showing precise, up-to-date students' academic history are now available online and are being used by faculty advisors. The Chair has created a helpful <b>registration guide</b> 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, not rated as highly as in past years.	Support the faculty we have and seek out the best new faculty we can find. Senior Exit questions will be revised to pinpoint student perceptions more fully, and this issue of faculty quality will be addressed in depth.
Quality of Facilities	Address space, equipment, and accessibility needs	With the imminent dedication of the Performing Arts, space may become available on campus to address some of our needs.  Student access will continue to be a problem as long as rooms are over booked and the numbers of majors increases. Additional funding for more student lab assistants will also 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	It is hoped that equipment and software upgrades will be made, and new courses in Photography and Visual Communication will increase .

## 5. Alumni Feedback

There was no alumni survey this year.

## 6. Annual Faculty Review and Evaluation

Assessment Measurement	Issues of Concern	Actions Taken
Terminal Degree	No concerns	A <b>full-time faculty</b> member in Photography will be hired in Summer 2010 to replace a retiring faculty member. <u>Hire will have terminal degree (M.F.A. or equivalent).</u> 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 two 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.

An extra effort needs to be made in the coming year 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. The availability of QEP (Quality Enhancement Project) monies has been tapped into quite successfully by faculty within the program, yet many students still remain to benefit, including some graduating seniors.

### **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. Visual Communication majors regularly undergo professional portfolio reviews at sites off campus, including Columbia,. One such reviews were held during the Spring 2010 semester.

**Senior Review** - Senior Seminar is now being offered once a year, in the Fall semester. It is a required one-hour course.

### 3. Program Growth and Development

**Overall Program** – With a retirement of the long-serving professor of photography, efforts are still underway to find a tenure-track replacement. It is expected that the FMU photography program will continue to evolve away from chemistry-based towards digital photography. In the area of Visual Communication, efforts have been made this past year to establish a student chapter of the AIGA and to find more professional (paid or unpaid) internships with local businesses for Visual Communication majors.

**Equipment** – Though hardware was upgraded in 2008, the Mac Computer Lab will be due for expensive upgrading of its software soon. It is expected that the new Photography professor may wish to make changes, perhaps even major changes, in the Darkroom as the shift towards digital photography proceeds.

**Facilities** – FMU’s new performing arts center will be formally dedicated in September, and though not a Visual Arts facility per se, the vacating of current spaces in the Fine Arts building may slightly help 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.

### 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 the alumni exhibition on a three to five year cycle. Alumni surveys will be conducted in conjunction with these events, set to take place in Fall of 2012.

### 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.



### *Modifications in General Education Courses*

The department offers one course that is specifically designed to fulfill a humanities requirement within general education. Multiple 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. The number of seats available in each section has risen slightly over the years, but there has been a concerted effort to maintain class size at 50 or fewer. 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.

During the '10-'11 academic year the department offered 10 sections of Art 101:

263 students were enrolled in 5 Art 101 sections during the Fall '10 Semester.

276 students were enrolled in 5 Art 101 sections during the Spring '11 Semester.

16 students were enrolled in 2 Art 101 sections during Late Spring and Summer I '11

**555 students Total = Average class size of 53.9 students during regular semesters (excluding the small summer classes)**

*[Source: H. Elizabeth McLean, Registrar]*

**Appendix**

Exit Survey Results - Fall 2010 (5 responses) and Spring 2011 (3 responses)  
 FMU Fine Arts Department – Visual Communication (3), Painting (1), Photography (3)  
 Ceramics (1)

**Continuing education:**

(1/8 = 12%) Applying for graduate school in art	(4/8 = 50%) Considering graduate school in the future	(3/8 = 37%) Considering further education in art field	(1/8 = 12%) Considering other education in unrelated field	(3/8 = 37%) Not pursuing further education at this time
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**Employment:**

(1/8 = 12%) Currently employed in art related field				
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**Well-Prepared in Art:**

<b>for Employment?</b> (4/8 = 50%) Agree	(3/8 = 37%) Somewhat agree	(0/0 = 0%) Somewhat disagree	(0/8 = 0%) Disagree	(1/8 = 12%) No opinion
<b>for Grad. Study?</b> (1/8 = 12%) Agree	(6/8 = 75%) Somewhat agree	(0/8 = 0%) Somewhat disagree	(0/8 = 0%) Disagree	(1/8 = 12%) No opinion

**Career guidance by faculty was helpful:**

(5/8 = 63%) Agree	(1/8 = 12%) Somewhat agree	(1/8 = 12%) Somewhat disagree	(0/8 = 0%) Disagree	(0/8 = 0%) 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:**

(5/8 = 63%) Agree	(3/8 = 37%) 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:**

(7/8 = 88%) Agree	(0/8 = 0%) 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:**

(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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**Quality of Art Faculty (They were prepared, interested, effective):**

(4/8 = 50%) Agree	(4/8= 50%) Somewhat agree	(0/8 = 0%) Somewhat disagree	(0/8 = 0%) Disagree	(0/8 = 0%) No opinion
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**Quality of Facilities is adequate (space, equipment, access, comfort):**

<b>Art Studios</b> (0/8 = 0%) Agree	(6/8= 75%) Somewhat agree	(2/8= 25%) Somewhat disagree	(0/8 = 0%) Disagree	(0/8 = 0%) No opinion
<b>Art History Classroom</b> (4/8= 50%) Agree	(3/8 = 37%) 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):**

(6/8= 75%) Agree	(1/8 = 12%) Somewhat agree	(0/8 = 0%) Somewhat disagree	(0/8 = 0%) Disagree	(1/8 = 12%) No opinion
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**I am satisfied overall with the specialty area(s) in my Art Major :**

(4/8 = 50%) Agree	(4/8 = 50%) 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 (7/8 = 95%)**
  - Exposed to a lot of art work (1)
  - A wonderful experience to view art works in person (1)
  - Frank Lloyd Wright show (1)
  - [We need] More trips like that to see the in & out of the business & print side (1)
  - Destinations Mentioned: Charlotte, Charleston, Columbia, New York, Myrtle Beach, Florence Museum
- **Mixed response (0/8 = 0%)**
- **Negative Experience (0/19 = 0%)**
- **No response (1/8= 0%)**

**Student art group (renamed The Creative Elite in August 2010; previously The Art Guild):**

- **Member (4/8 = 50%)**
- **Didn't participate (4/8= 50%)**
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**University Service:**

- **Participated in university service activities (3/8 = 58%)**
  - GLBTSA (1)
  - NHS (1), Greek activities (2)
- **Did not participate in university service activities (0/8= 0%)**
- **No Response (5/8= 63%)**

**Community Service:**

- **Participated in community service activities (5/8 = 63%)**
  - Volunteer work in the community – Animal Shelter (1), Art Trail Gallery (1), Church (1)
- **Did not participate in community service activities (0/8 = 0%)**
- **No Response (3/8 = 37%)**

**Juried exhibitions:**

- **Participated in juried exhibitions** (7/8 = **88%**)
  - ADDY's (1) –Miniature Exhibition at Florence Museum(1), Pee Dee Regional (2), Peach Belt (1), Photographer's Forum Best of 2010—a finalist (1), Atalaya Arts & Crafts Festival (1)
- **Participated in non-juried exhibitions** (3/20 = **15%**)
  - Art Trail Gallery
- **Did not participate in external exhibition** (2/8 = **0%**)

**Perceived purpose of Art Program:**

- Prepare students for careers in art (3/8 = **37%**)
- How to interact with clients (1/8 = **12%**)
- Gain greater understanding of art history (1/20 = **5%**)
- Teach students to be problem solvers (1/8 = **12%**)
- Promoting creativity and “thinking outside the box” (2/8 = **5%**)

**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

**Suggestions for improvement:**

- **Facilities**
  - More space in studios (1/8 = **12%**)
- **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**
  - better computers needed for Photography students (1/8 = **12%**)

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

- **Visual Communication**
  - More Graphic Design - unspecified (1/8 = **12%**)
  - More Typography (1/8 = **12%**)
  - Ad Design (1/8 = **12%**)
- **Painting / Drawing**
  - More Drawing courses (1/8 = **12%**)
- **Ceramics / Sculpture**
- **Photography**
  - Color Film Class (1/8 = **12%**)

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

- **Art History**
  - Course on Impressionism or Van Gogh (1/8 = **16%**)
  - History of Photography (2/8 = **25%**)
- **New Courses beyond the above categories**
  - Printmaking (1/8 = **12%**)
  - Jewelry-making (1/8 = **12%**)
  - Metal-working (1/8 = **12%**)
  - Dance (1/8 = **12%**)

**November 2010 FMU Senior Show Critique by Treelee MacAnn  
Professor, Department of Visual Arts  
Coastal Carolina University**

Thank you for inviting me to be the consultant for the Fall 2010 Senior Exhibition at Francis Marion University. It was an honor to be invited. In general, the show was quite strong. I believe the show displays the qualities we look for in graduating seniors. Each student showed consistent work in a focused medium of choice. Additionally, students showed conceptual development in their work. The work was well displayed in appropriate and consistent framing. Each group of work exhibited a capstone experience in a body of related works, which referenced back to the artist's statement.

I will address each student individually in this report. However, after reading the artists' statements I have a few general suggestions to make to all the students participating in the exhibit. The statements have a very conversational style. This does not mean that there cannot be a conversational tone to the writing. However, an artist statement is a more formal document that should be understood by anyone. The artist should be self-assured and make statements that are more declarative than tentative. The writing should not sound like the first or second draft, where the artist is beginning to sort out thoughts. I believe each statement would have benefitted to some degree by a proofing from an objective editor not associated with student's work. Each student could have a meeting to discuss any proposed changes. Ultimately, the final draft is the student's decision and responsibility, but I believe an outside opinion might have helped students realize any extraneous information or helped individuals combine thoughts in a more succinct manner.

**PHOTOGRAPHY:**

**Leah Anderson**

Ms. Anderson's photography was well presented and showed a unified group of works. Her photographs generally use a horizontal panoramic picture plane, utilizing multiple exposures that create montage compositions. Even before I read her statement it was apparent that she has an interest in fashion and creating an ethereal atmosphere to place the model and product. I enjoyed her metaphor comparing the artist's eyes to the camera's shutter. This statement connecting her childhood memories to the person she is today was particularly poetic.

I believe one of her strongest works was *Resistance*. All lines focus the viewer's attention on the model and the dress

Other pieces seemed less focused on the clothing or the models, but were more about mood and atmosphere. The same image of a model is often repeated the composition. Although repetition is a unifying quality in a work of art, it can be over worked. I believe it would have been more effective to show slightly different poses or angles of the model wearing the same item; this would show repetition with variety and would also give more visual information about the clothing. I viewed the work of both Kristin Anderson and Erin Antognoli. I believe Ms. Anderson has more kinship with the work of Antognoli.

Antognoli has multiple views of the same model, but the models' poses change to create more variety and rhythm in the photograph.

### **Bethany Luhman**

Ms. Luhman had one of the more succinct artist statements that related strongly to the work presented. Her photographs are formal compositions of ordinary places. She is able to see the extraordinary in the ordinary through her unifying use of line, light, color, and asymmetry. Although all the environments pictured were made by man, the absence of people in the compositions force the viewer to contemplate the places and the more abstract elements in the photograph. I am drawn to the artist's strong sense of color, regardless of whether the color was found in nature or manipulated in the studio.

## **Jessica Baxley**

Ms. Baxley produced a series of well-composed and well-crafted commercial style portraits of children. The images show naturalistic expressions, but the settings are still somewhat formal and the work is very sentimental. Her statement about her influences is a bit disconnected. Except for the connection between the subject matter and the medium (photography), she seems to emphasize the differences between herself and these photographers rather than any similarities.

The world of commercial photography is very competitive. While these photographs are well crafted and appealing, I believe there are already many others in the field working in this style. My advise to her as a beginning professional would be to work toward putting a more unique spin on the work to set her apart from the pack. Perhaps she should try posing the children in unexpected or more unique environments or try using a more documentary style to really show the ever-changing personality of a child.

## **PAINTING**

### **Kendall Floyd**

Mr. Floyd's artist statement was good. It is an excellent draft, but it sounds more like a letter to a friend. I believe his writing could have benefited by being less conversational and more declarative and to the point.

The influence of Bacon's work on his is apparent, yet he has his own unique approach. The works vary in strength and show the progression of the series.

The piece *All Fours* appears to be an earlier work in the series. The surface paint quality is a bit thin and washed out compared to the other paintings. The figure is awkwardly drawn, even as an abstraction, and the figure is too literal when compared to the more gestural figurative elements in the other paintings.

*Three Heads* appears to be a transitional work. The strong forms in the middle are tied to the negative space via the washy drips, but the positive and negative space is not as well unified and the paint surface is less textural than the two more successful works in the exhibit.

*Harpy* is one of his most successful paintings of the group. The muted complementary color scheme, the tied organic shapes, the gaping mouth, and the textural surface unify the positive and negative space of the picture plane into integrated composition. There is another work in the series with a lighter pink-hued pallet. Although different in color, this work and *Harpy* have a certain gravitas that the other two works do not display.

## **VISUAL COMMUNICATIONS**

### **Vati Johnson**

Mr. Johnson has created a series of playful symbolic printed pieces related to childhood and innocence. The flat bright graphic color and use of pattern reminded me of Asian



graphics, even before I read that a Japanese Pop Artist influenced his work. I enjoyed the thoughtful yet whimsical use of words/typography and symbols displayed alternately. The images were well designed and presented, (although one seemed to have slipped in the frame). I could envision this being part of a professional print campaign.

## TEACHING EFFECTIVENESS

Based on my viewing the current exhibition and my brief tour of the facilities at FMU, I believe the faculty is doing an excellent job of preparing students within a BA studio art program. The student work shows strong design skills, craftsmanship, and conceptual development. The work in the show was exhibited in a professional manner.

The gallery space could benefit by being a dedicated space for exhibition, rather than a space in a lobby area. Such a space would offer more protection and climate control for the artworks. Should expansion ever occur, a specifically dedicated space with lighting, climate, temperature, and fire control would open up exhibition possibilities for the campus and community.

I was given a tour of the facilities. In the exhibition case at the entrance I viewed a variety of two-dimensional foundation level design projects. These projects exhibited good foundation level development showing strong use of the elements and principles of design.

The classroom spaces seemed small, but were very well organized considering the space limitations. Supplies were stored as effectively as possible.

Some classrooms had to serve a number of different class needs, such as the room dedicated to design, drawing, and life drawing. As a life-drawing teacher I would find it very difficult to teach in a room where students could not surround a model positioned on a model stand with lights safely directed from above. A room with drafting tables is appropriate for a 2-D design class, but desks make viewing a still life or a model difficult for all. A room with tall easels and lower bench/easel seats is more appropriate for a drawing class.

I realize there is a push in some schools to incorporate computer skills into traditional foundation design classes. I believe it would have to be a departmental decision to add computers to the design space and your department would have to decide if this would be even feasible. Some schools offer a digital course in foundation design. However, if your computer lab is already used at maximum capacity this may not be an option.

Your sculpture area appears to be limited to ceramic sculpture. The woodshop has just enough space for the power tools and the stored materials without allowing any space for students to work.

The art-education room looks comparable to many others I have seen. However, it too could use more workspace for students. Studio work requires room for students to spread out their materials. The room should have utility type sinks, which are more appropriate for art making than the small shallow style basin sinks currently in use.

Should your department grow you will most definitely need more space for your students. It is evident that you are currently working at the maximum capacity of your space. It is a testament to your faculty that you are producing strong students.

Respectfully Submitted,

Treelee MacAnn  
Professor, Department of Visual Arts  
Coastal Carolina University  
[macann@coastal.edu](mailto:macann@coastal.edu)  
843-349-2703