

Institutional Effectiveness Report  
Academic Year 2013-2014  
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>71% 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 AAF (American Advertising Federation) ADDY Awards (22 awards for FMU students—incl. gold, silver, bronze—since 2007, incl. Best of Show 2013); Peach Belt Conference 2013 (three incl. 2nd place) & 2014); Photographer's Forum (on-line California, 2013, Finalist); Art Fields 2013, 2014; Pee Dee Regional at Florence Museum 2009 and 2012; Miniature Art Competition 2009, 2011, 2013; National Bean Market Museum 2012 (1st place); Lake City Invitational 2012 (People's Choice); Commerce Poetry and Art in Dillon SC 2011 (2nd place); Visualicious Art Competition 2012 in Florence (1st place)	Graduating Senior Exit Survey
Other exposure	Art Trail Gallery exhibitions.	Graduating Senior Exit Survey



Service	<p><b>62% (13/21) of graduating seniors listed service related activities on campus.</b> Service to the university included: poster design, fliers for organizations, assisting at the Art’s International festival, staff work (incl. photography and cartooning) for FMU’s campus newspaper The Patriot, BCM (Baptist Campus Ministry) poster designs, Alive in Christ</p> <p><b>33% (7/21) of graduating seniors listed activities in service to the community.</b> Service activities included: Freelance for People, Boys and Girls Club-North Florence, local church work— photography and murals, volunteer work at local nursing home</p>	Graduating Senior Exit Survey
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**2. Portfolio Development and Review**

Assessment Measurement	Results and Evaluations	Source
External Senior Show Review Spring 2014	Spring 2014 graduating seniors included four Visual Communication majors and one Painting major. The show overall was judged to be from good (Painting) to adequate-to-weak (Visual Communication), with professional promise development yet inadequate training in typographic skills and overall conceptualization	Attached evaluation from Mr. Barry Townsend, retired design director

### 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> <li>• Frequent off-campus museum &amp; gallery trips led by dept. faculty</li> </ul> <p><u>Perceived Weaknesses</u></p> <ul style="list-style-type: none"> <li>• Limited size of Visual Arts faculty</li> <li>• Limited professional opportunities in area</li> <li>• Limited after hours access to Mac Labs</li> </ul> <p><u>Suggested Improvements</u></p> <ul style="list-style-type: none"> <li>• Upgrade internship program</li> <li>• Extend Mac Lab hours if budget allows</li> </ul>	Graduating Senior Exit Survey
Course and prerequisite modification	<p><u>Perceived Strengths</u></p> <ul style="list-style-type: none"> <li>• <b>90% 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	<p><u>Perceived Strengths</u></p> <ul style="list-style-type: none"> <li>• Upgraded Mac Labs and current software is a perceived strength</li> </ul> <p><u>Perceived Weaknesses</u></p> <ul style="list-style-type: none"> <li>• After hours access to Mac Labs</li> </ul> <p><u>Suggested Improvements</u></p> <ul style="list-style-type: none"> <li>• Budget more funds for Mac Lab access</li> </ul>	Graduating Senior Exit Survey



Facility And Facility Access	<u>Perceived Strengths</u>	Graduating Senior Exit Survey
	<ul style="list-style-type: none"> <li>All classes conveniently taught in same building</li> </ul>	
	<u>Perceived Weaknesses</u>	
	<ul style="list-style-type: none"> <li>Space constraints</li> <li>Limited Mac Lab access outside of class</li> </ul>	
	<u>Suggested Improvements</u>	
	<ul style="list-style-type: none"> <li>More studio space; private space for seniors</li> <li>Keys or key card system to access labs after hours</li> </ul>	
New Course Development	<u>Suggested Additions</u>	Graduating Senior Exit Survey
	<ul style="list-style-type: none"> <li>student focus was on Typography (incl. Font creation) and Packaging classes</li> </ul>	

**4. Exit Survey and Interview**

Assessment Measurement	Results and Evaluations	Source
Student Preparedness at Graduation	<p><b>78% of students surveyed felt prepared or very prepared for either employment or further study in the field</b></p> <p>Continued Education:  <b>0% have already applied and been accepted to graduate school</b></p> <p><b>34% are considering graduate school or further studies at some point in the future</b></p> <p>Employment:  <b>12% are already employed in an art field</b></p>	Graduating Senior Exit Survey
Career Guidance	<p><b>100% found career guidance to be good or very good.</b></p> <p>0% found career guidance to be adequate</p> <p>0% found career guidance to be less than adequate</p>	Graduating Senior Exit Survey

Quality of Art Courses	<b>67% found quality of art courses to be very good</b> 29% found the quality to be good	Graduating Senior Exit Survey
Quality of Advisement	<b>90% found quality of advisement to be good or very good</b> 5% found quality to be barely adequate	Graduating Senior Exit Survey
Faculty Accessibility	<b>100% found faculty accessibility to be good or very good</b> 0% found faculty accessibility to be barely adequate	Graduating Senior Exit Survey
Quality of Faculty	<b>100% found quality of faculty to be good or very good</b> 0% found quality of faculty to be adequate	Graduating Senior Exit Survey
Quality of Studio Facilities	<b>66% found quality of facilities to be good or very good</b> 14% found quality of facilities to be adequate 19% found quality of facilities to be less than adequate	Graduating Senior Exit Survey
Quality of Art History Facilities	<b>95% found quality of facilities to be good or very good</b> 0% found quality of facilities to be adequate 5% found quality of facilities to be less than adequate	Graduating Senior Exit Survey
Adequacy go Library	<b>76% found quality of facilities to be good or very good</b> 0% found quality of facilities to be adequate 14% found quality of facilities to be less than adequate 9% No opinion	Graduating Senior Exit Survey
Overall Satisfaction with Specialty Area within Major	<b>100% found were satisfied or very satisfied with the quality of their Specialty</b>	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>100% found quality of faculty to be good-to-excellent</b>	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>The Senior Seminar capstone is offered every semester now.</b> The exhibition requirement for Seniors has allowed 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.	<b>71% compliance achieved this year.</b> The capstone course should more fully 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.
Professional Exposure	Continue to build this valuable program	<b>Students participated in one external Portfolio Review in Florence during 2013-14.</b> Seek out additional opportunities within the community. Actively pursue contacts with other programs and venues in the region.
Service	Build this aspect of the program	<b>62% of graduating seniors participated in some form of service-related activities.</b> 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.

**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 Spring 2014 [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 at the North Dargan Innovation Center in Florence April 17, 2014.</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
Facility And Facility Access	Space constraints	This is an on-going and intractable problem. As construction nears on other campus projects, it is hoped some vacated spaces may become available, but the PAC completion did not yield any new space for Visual Arts from either Music or Theater.
	Access difficulties outside of class	Lab access is limited due to the overuse of the Mac labs as classrooms. 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.	More field trips to nearby professional workplaces and studios should be undertaken. Visual Arts faculty are actively encouraged to seek available Project REAL 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 a long-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 routinely available online, viewable by students, and are indispensable for 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	
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 six 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 will be encouraged to broaden their professional horizons. The availability of Project REAL monies has been tapped into quite successfully by faculty within the program, yet some deserving students still remain to benefit, including a few 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.

**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** – The FMU photography program, which has added courses most recently of all the concentration areas, continues to upgrade and fine tune its offerings in both Lighting and Digital. In the area of Visual Communication, efforts have been renewed 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** – Hardware was upgraded in the Mac Visual Communication Lab 2013, and the program will routinely continue to upgrade its licensed software as budgets permit. New photographic lighting equipment has been added in the Photo major.

**Facilities** – 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 same holds true for the limited exhibition spaces available, although hallway displays for class artwork have recently been expanded.

### 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.

### 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.

## *Appendix A*

**Exit Survey Results - Fall 2013 (11 responses) and Spring 2014 (10 responses)**  
 FMU Fine Arts Department – Visual Communication (14), Painting (2), Photography (4)  
 Ceramics (1)

**Continuing education:**

(0/21 = 0%) Applying for graduate school in art	(6/21 = 29%) Considering graduate school in the future	(0/21 = 0%) Considering further education in art field	(1/21 = 5%) Considering other education in unrelated field	(14/21 = 33%) Not pursuing further education at this time
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**Employment:**

(5/21 = 12%) Currently employed in art related field				
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**Well-Prepared in Art:**

<b>for Employment?</b> (6/21 = 29%) Agree	(13/21 = 62%) Somewhat agree	(1/21 = 5%) Somewhat disagree	(1/21 = 5%) Disagree	(0/21 = 0%) No opinion
<b>for Grad. Study?</b> (10/21 = 48%) Agree	(3/21 = 14%) Somewhat agree	(1/21 = 5%) Somewhat disagree	(1/21 = 5%) Disagree	(6/21 = 29%) No opinion

**Career guidance by faculty was helpful:**

(15/21 = 72%) Agree	(6/21 = 29%) Somewhat agree	(0/21 = 0%) Somewhat disagree	(0/21 = 0%) Disagree	(0/21 = 0%) No opinion
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**Quality of Art courses was as good as, or better than, non-major courses:**

(14/21 = 67%) Agree	(6/21 = 29%) Somewhat agree	(0/21 = 0%) Somewhat disagree	(1/21 = 5%) Disagree	(0/21 = 0%) No opinion
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**Prerequisites for Art courses were appropriate:**

(13/21 = 61%) Agree	(7/21 = 33%) Somewhat agree	(0/21 = 0%) Somewhat disagree	(1/21 = 5%) Disagree	(0/21 = 0%) No opinion
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**I was properly advised by my faculty advisor:**

(17/21 = 81%) Agree	(2/21 = 9%) Somewhat agree	(1/21 = 5%) Somewhat disagree	(1/21 = 5%) Disagree	(0/21 = 0%) No opinion
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**The Art Faculty were accessible for advice:**

(20/21 = 95%) Agree	(1/21 = 5%) Somewhat agree	(0/21 = 0%) Somewhat disagree	(0/21 = 0%) Disagree	(0/21 = 0%) No opinion
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**Quality of Art Faculty (They were prepared, interested, effective):**

(17/21 = 81%) Agree	(4/21= 19%) Somewhat agree	(0/21 = 0%) Somewhat disagree	(0/21 = 0%) Disagree	(0/21 = 0%) No opinion
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**Quality of Facilities is adequate (space, equipment, access, comfort):**

<b>Art Studios</b> (7/21 = 33%) Agree	(7/21= 33%) Somewhat agree	(3/21= 14%) Somewhat disagree	(4/21 = 19%) Disagree	(0/21 = 0%) No opinion
<b>Art History Classroom</b> (15/21= 72%) Agree	(5/21 = 24%) Somewhat agree	(0/21 = 0%) Somewhat disagree	(1/21 = 5%) Disagree	(0/21= 0%) No opinion

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

(11/21= 53%) Agree	(5/21 = 23%) Somewhat agree	(0/21 = 0%) Somewhat disagree	(3/21 = 14%) Disagree	(2/21 = 9%) No opinion
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**I am satisfied overall with the specialty area(s) in my Art Major :**

(13/21 = 62%) Agree	(8/21 = 38%) Somewhat agree	(0/21 = 0%) Somewhat disagree	(0/21 = 0%) Disagree	(0/21 = 0%) No opinion
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**Museum, Gallery trips:**

- **Agree, valuable experience (15/21 = 72%)**
  - o Exposed to a lot of art work (1)
  - o It opened my eyes on what’s happening outside of Florence. (1)
  - o A wonderful experience to view art works in person (1)
  - o Great experience to see who’s out there! (1)
  - o Really was fascinated with how the printing is create[d]
  - o I love the fact that we went to so many different museums [in SF] and experienced a different culture.(1)
  - o On the North Carolina trip, it was fun to set up a camera on the beach and make tintypes.
  - o I absolutely loved traveling to NYC to visit museums and galleries—it was an amazing learning opportunity.(1)
  - o It was a grey experience to travel to DC and see artwork in person.(1)
  - o I loved it! [Boston]
  - o [We need] More trips like that to see the in & out of the business & print side (1)
  - o I enjoyed seeing the actual artwork I’ve learned about in my art class.(1)
  - o Destinations Mentioned: Boston-Cambridge-Salem museums & studios, Charlotte, Charleston, Columbia Museum & Wentworth Printing, New York museums & galleries, Myrtle Beach, Florence Museum, Walker Art Museum in Minneapolis, Washington DC museums, VMFA Richmond, Lake City SC, Rothko Chapel in Houston, Germany, Ecuador, San Francisco museums, Eastern Carolina University photo exhibition, Asheville photo studio, Outer Banks of NC,
- **Somewhat agree, valuable experience (2/21 = 9%)**
- **Somewhat disagree (0/21 = 0%)**

- **Disagree** (0/21 = 0%)
- **No response** (4/21= 19%)

#### **Professional Portfolio Reviews**

- **Agree, valuable experience** (10/21 = **48%**)
- **Somewhat agree, valuable experience** (3/21 = **14%**)
- **Somewhat disagree** (1/21 = 5%)
- **Disagree** (1/21 = 5%)
- **No response** (6/21= 28%)

#### **Conferences Attended**

- **Agree, valuable experience** (8/21 = **38%**)
- **Somewhat agree, valuable experience** (2/21 = **9%**)
- **Somewhat disagree** (0/21 = 0%)
- **Disagree** (0/21 = 0%)
- **No response** (11/21= 52%)

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

- **Member** (0/21 = 0%)
- **Didn't participate** (17/21= 80%)
- **No response** (4/21= 19%)

#### **University Service:**

- **Participated in university service activities** (13/21 = 62%)
  - o Arts Alive (12) face painting 2013 & Japan Club booth
  - o GSA (1)
  - o AIGA (1)
  - o BCM (Baptist Campus Ministry) volunteered poster designs (2)
  - o Alive in Christ (1)
  - o Patriot campus newspaper photographer (1) and cartoonist (1)
- **Did not participate in university service activities** (6/21= 29%)
- **No Response** (2/21= 9%)

#### **Community Service:**

- **Participated in community service activities** (7/21 = **33%**)
  - o Freelance for People (1), Boys and Girls Club-North Florence (2), local church work incl. photography and murals (2), volunteer at local nursing home (1), painted murals (1),
- **Did not participate in community service activities** (12/21 = **57%**)
- **No Response** (2/21 = 9%)

#### **Juried exhibitions:**

- **Participated in juried exhibitions** (15/21 = 71%)
  - o ADDY's (22 awards for FMU students—gold, silver, bronze—since 2007 incl. Best of Show 2013), Peach Belt Conference 2013 (three incl. 2nd place) & 2014), Photographer's Forum (on-line California, 2013, Finalist), Art Fields 2013, 2014; Pee Dee Regional at Florence Museum 2009 and 2012 (two); Miniature Art Competition 2009, 2011, 2013; National Bean Market Museum 2012 (1st place), Lake City

Invitational 2012 (People's Choice), Commerce Poetry and Art in Dillon SC 2011 (2nd place), Visualicious Art Competition 2012 in Florence (1st place)

- **Participated in non-juried exhibitions** (6/21 = 29%)
  - Art Trail Gallery, unidentified on-line photo competitions, illegible or unidentified competitions
- **Did not participate in external exhibition** (2/21 = 9%)

**Perceived purpose of Art Program:**

- Prepare students for professional careers in art (12/21 = **37%**)
- How to interact with clients and the real world (4/21 = **12%**)
- Gain greater understanding of art history (2/21 = **5%**)
- Teach students to be problem solvers (3/21 = **12%**)
- Promoting creativity and “thinking outside the box” (4/21 = **5%**)
- Gain confidence & independence (1/21)
- Learning specific techniques & skills (9/21)
- Learning the fundamentals of art (2/21)
- Establish a creative environment surrounded by other creative artists (3/21)

**Strengths of Program:**

- **Faculty** (12/21 = 88%)
  - Knowledgeable faculty
  - Experienced faculty who can always get answers to a question
  - Good advice from instructors
  - Easy access to faculty
- **Learning Experience** (6/21 = 50%)
  - Well-rounded curriculum (1/21)
  - Small classes (2/21)
  - Learning fundamentals (1/21)
  - Fine Art emphasis of program
  - Off-Campus trips (3/21)
  - Encouragement of creativity (1/21)
  - promoting strong work ethic (1/21)
- **Facilities** (3/21 = 37%)
  - Mac Labs are up-to-date (1/21)

**Suggestions for improvement:**

- **Facilities**
  - Mac Labs open 24/7 (5/21)
  - more studio space needed (1/21)
  - sign-in procedure on computers (1/21)
- **Program / Discipline**
  - better professional advising (1/21)
  - additional faculty in Ceramics (1/21)
  - more internships (1/21)
- **Courses**
  - more typography classes, incl. learning to make own fonts (3/21)
  - more matting & framing instruction early on (1/21)
  - more Printmaking (1/21)
  - add 3-D Digital (1/21)
  - add Packaging class (1/21)
  - teach game design (1/21)

- o more application courses, concept courses (1/21)
- **Access**
  - o more lab accessibility outside of class via key cards (6/21)
- **Equipment**
  - o better studio materials (unspecified) needed (1/21)
  - o silver filter in Dark Room (1/21)
  - o fix the server and the Mac Lab printers
  - o fix HVAC in FAC 213

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

- **Visual Communication**
  - o more Typography courses (3/21), 3-D Digital, Packaging
- **Painting / Drawing**
  - o more professors to teach Life Drawing & Basic Drawing (1/21)
- **Ceramics / Sculpture**
  - o no suggestions
- **Photography**
  - o no suggestions
- **Art History**
  - o no suggestions

## Appendix B Townsend Report on Spring 2014 exhibition of five graduating FMU Visual Arts seniors

**Francis Marion University  
Department of Fine Arts  
Visual Arts Program**

**Senior Exhibition  
Evaluation by Barry Townsend  
Retired Design Director**

### **GENERAL IMPRESSION**

Although the small number of artists represented makes it difficult to get one overarching impression, I was disappointed overall by the skills demonstrated at a senior level show. Although I did see some promise, the visual communication work presented felt more like sophomore or junior level design. The show was fairly well organized, if perhaps somewhat handicapped by the fact that the space itself forces the 5 artists to be displayed 3 different ways (walls, pedestals and a display case). Although it was telling to see what the individual students did with their title cards, it would perhaps make the show feel more cohesive if the cards were the same format for each artist. I understand the small size of the FMU arts program may require this, but it did feel a bit odd to have one painter and four designers in the same show.

### **CRITIQUES**

#### **Drew Kellis - Visual Communication**

Drew's work displays the most advanced technical skill set of any of the designers, but as I reviewed the posters I kept wishing they would do more. Each poster was executed well, with high production values, but there were missed opportunities to make each more conceptual and especially to better integrate the typography into the concept and design, instead of simply allowing it to fill negative space. Drew's poster for the exhibition itself actually did the best job of beginning to demonstrate that type can be conceptual. The poster descriptions hinted that Drew is aware that the type can do more—one said the vertical type “clearly suggested” evolution for example. I think the “clearly suggested” is debatable, but I like that he's beginning to think that way. It would also be nice to see him explore type outside of Helvetica.

I would have liked to see what Drew can do with an assignment that is more business-oriented than museum posters.

Although I understood Drew's attempt to present himself as a design firm, in the context of a senior show it was confusing: I had to search for his name to know who did the work. Also, if you are going to do this, prepare to be judged on those components as well: his company logotype needs work and business cards that don't have a name on them aren't going to be very effective.

I was impressed that Drew's title cards were well designed, hopefully indicating that he does understand that every point of contact with the viewer is an opportunity to connect visually.

#### **Amanda Taylor - Visual Communication**



Amanda was the most successful of all of the designers at presenting a cohesive style across each of the individual pieces, effectively using type, color and illustration to create a cohesive look, without making each piece a carbon copy of the others. The slab serif, script and sans serif type combinations were appropriate for the subject matter and work well with the illustrations and other graphic devices. However, the type lacks the finesse I would expect from a senior-level design student.

Amanda's artist statement speaks to her desire to embrace simplicity, which I personally applaud. However, she needs to understand the danger in doing so is that the more simple the design and the fewer elements there are, the more important it is to design them ALL well. For example, the venn diagram in her booklet was—despite being the only graphic on the spread—almost totally undesigned, with no consideration for the type placement whatsoever. Other individual elements within the different pieces, like the body copy on the “How to guide” poster, demonstrated the same lack of attention to detail that could elevate this project.

If Amanda had spent as much time crafting the design of the communication pieces as she did the recycled products, the project could be considerably better.

### **Rebecca Hoesstra - Visual Communication**

There's a lot going on here, but it's pretty inconsistent and it's pretty obvious that the posters got 80% of the attention. So instead of a comprehensive program, we get the two headliners (the posters) and a bunch of weaker supporting acts (everything else).

Had Rebecca started with the posters, which are the most visually compelling pieces, and then used the individual design elements from the posters to create a visual toolbox that could be applied to the other elements, I believe the project would have been more effective. To give a client like this the best opportunity to catch someone's attention and be memorable, each individual collateral piece needs to be a strong, consistent part of the whole. Smaller clients don't have the luxury of getting in front of their customers millions of times to make an impression, so each piece needs to work harder.

The t-shirts for example could have benefitted from the use of the black flourishes on the poster to give them an added element of style, instead of simply displaying the logo. This is a music festival, the shirt needs to have more style. You need a fairly strong logo to make a compelling shirt with just the logo on it, and the logo here simply isn't strong enough to pull that off by itself. They are one of the weakest components of the presentation, and unfortunately there are three of them.

Obviously Rebecca was striving to make the type fairly eclectic and fun (which is appropriate for a music festival) but in the end better type choices would have enhanced the project and I'm not sure that Rebecca currently has the type skills to marry this many different typefaces effectively.

### **Mark Lavorgna - Visual Communication**

I wish I had something positive to say here, but unfortunately I struggled to find anything. There is no apparent concept, the type is really, really bad and the illustrations aspire to be poor clip art. Even the artist statement is poorly designed. Every visual communication with the audience, including the artist statements and the title cards, are an opportunity to impress, and Mark has missed at every opportunity. This is not senior level design and, based only on what I have seen here, this student has been done a disservice by not strongly encouraging him to find an alternative major.

### **Samantha Isaiah - Painting**

I'm not a fine artist, and am not qualified to seriously critique Samantha's work, but I will offer a few observations. First, I like the portrait series. This style is one that I have always enjoyed (in multiple mediums) and, although I've seen it quite a bit, don't get tired of it when it is executed well, as these are. I particularly like “Desert Fox” and “Shooter.”

My only criticism is that, to me, they feel more like illustration than fine art. Very good illustrations. Coming from a former design director, this isn't necessarily bad, as I could imagine having commissioned Samantha to paint a series of portraits like these for a project. Perhaps it is because the subjects are in the military, which can be such a polarizing subject, but I feel like the artist has missed an opportunity to make more of a statement about her subjects and their profession.

Stylistically, I'm curious if Samantha could have pushed herself to be more abstract with the colors, to try integrating more colors that don't belong (like the blue in Nemo's face) to make more of a break from the photorealism. But overall I simply enjoy looking at this series and wonder what, if anything, the artist intended me to feel while doing so.

### **SUMMARY**

The breadth and depth of the show doesn't really allow me to adequately evaluate the effectiveness of the Visual Art faculty. There is evidence that two of the visual communication graduates have some potential, but I fear that they have not been adequately immersed in great design, which I believe is an imperative to design education. In my opinion, this is always going to be a challenge for the FMU Visual Arts faculty, because we do not live in an area with any real design history or appreciation for design.

If I could offer one class suggestion, it would be to double or triple the amount of class time on typography. The most glaring weakness in all three student projects was typography. These students would all benefit greatly from a better understanding of type. It is, after all, the tool that they will use more often than any other and—except in very rare situations—on nearly every project. With the public reading less and less, it's a shame to make it any easier for them to ignore words, much less make it difficult to consume any written messages they are genuinely interested in.

It was also not apparent in this show how many more “real world” assignments the students get. Don't get me wrong, posters are fun and museum posters offer great opportunity for creative visuals, but they don't offer many of the same hurdle that a paying client puts before you.