A. ACTIONS TAKEN TO IMPROVE STUDENT LEARNING

What actions did you take in 2012-2013, based on previous assessment findings, to improve student learning in your program? (Refer back to plans indicated in “Response to Assessment Findings “ in 2011-2012 Assessment Report.)

- In response to curricular needs and to fill a vacancy left by retirement, a second faculty member was added to the Sculpture area.
- Faculty lectures, visiting artist lectures and additional field trips were conducted to enhance students’ understanding of original works of art and contemporary practices.
- Faculty advising returned to the department with mixed, but improving results.
- Departmental advising continued to focus on career and post-graduate opportunities.
- The hiring and retention of a second full time Art History Professor in 2010 has stabilized the area.

B. STUDENT LEARNING OUTCOMES ASSESSED AND EXAMINED

Which Program Level Student Learning Outcomes did you assess and examine during 2012-2013? List the Program Level Student Learning Outcomes using the format of “Graduates will be able to _______________________.

- **Objective 1:** Graduates will be able to conduct scholarly research in the field and demonstrate writing and critical thinking skills.
  a. In exit interviews, 4 of 4 respondents reported they were able to conduct scholarly research in the field and that the coursework and advising made them better writers and critical thinkers.
  b. In written exams, 4 of the 4 respondents gave concrete examples of how their coursework had improved their critical thinking skills.
  c. In written exams, 4 of 4 respondents provided good explanations on how to conduct research.
  d. In the Alumni Survey, 15 of the 24 respondents felt their education taught them to conduct scholarly research and improved their writing and critical thinking skills.

- **Objective 2:** Graduates will have an understanding of the evolution of art history.
  a. In exit interviews, 4 of 4 respondents reported that they had an overall understanding of the evolution of western art.
  b. In written examinations, 80.3% of the answers to art history questions were correct.
  c. In the Alumni Survey, 83 of 147 respondents stated that they felt they had an overall understanding of the evolution of western art (the alumni survey does not distinguish between studio art students and art history students on this question).

- **Objective 3:** Graduates will have a detailed understanding of at least five periods and styles within the history of art.
  a. In exit interviews, 4 of 4 respondents reported having a detailed understanding of at least five periods and styles.
  b. In the Alumni Survey, 29 of 28 respondents felt they had a detailed understanding of at least five periods and styles within the history of art.

- **Objective 4:** Graduates will have an acquaintance with the materials and procedures of at least two of the studio disciplines taught at WSU.
  a. In exit interviews, 4 of 4 respondents indicated that they had an acquaintance with the materials and procedures of at least two of the studio disciplines taught at WSU.
b. In the Alumni Survey, 25 of 28 respondents indicated that they had an acquaintance with the materials and procedures of at least two of the studio disciplines taught at WSU.

- **Objective 5:** Graduates will have integrated the study of original works of art into their scholarly practice.
  a. In exit interviews, 1 of 4 respondents felt they had integrated the study of original works of art into their scholarly practice.
  b. In the Alumni Survey 126 of 148 respondents indicated that they had integrated the study of original works of art into their artistic or scholarly practice (the alumni survey does not distinguish between studio art students and art history students on this question).

(Please note that due to specialized accreditation requirements, accredited programs may be required to assess and report on all program level student learning outcomes every year; accredited programs should report in a manner that will align with their accreditation. Programs not carrying specialized accreditation may assess all of their learning outcomes every year but may choose to report on 2-3 per year, looking at several years of data.)

C. METHODS FOR COLLECTING DATA
Which students were included in the assessment? (For example, all seniors completing Course X in Spring 2013, all graduating seniors, etc.)

- All graduating students were given the opportunity to complete a written exit interview.

D. ASSESSMENT MEASURES
- Exit interviews asking for student perceptions
- Written examination of student knowledge during exit interviews
- Alumni Survey

E. SIGNIFICANT FINDINGS
What did you find from your assessments? What did your data reveal about how well students are achieving the Program Level Student Learning Outcomes that you listed above?

N/A sample size is too small

F. DISCUSSION OF RESULTS
How were results shared? With whom were they discussed?

- Data from Alumni surveys and exit interviews are discussed among the entire faculty at the Spring Semester faculty meeting in January.

G. ACTIONS PLANNED TO IMPROVE STUDENT LEARNING
Based on what you learned from your assessment of the Program Level Student Learning Outcomes, what actions do the faculty in your program plan to take to improve student learning in your program/area? Describe the steps faculty have taken/will take to use information from the assessments for improvement of student performance and the program. List additional faculty meetings or discussions and planned or actual changes to curriculum, teaching methods, approaches, or services that are in response to the assessment findings.

N/A sample size is too small

H. SUPPORTING DOCUMENTS (recommended)
Please attach minutes of program faculty meeting where discussion of results and action planning occurred and any other relevant documents.

- Report on exit interview data, Fall, 2013
- Alumni Survey Report
The Department assessment plan (available on the K drive in the Art folder) states that the Assessment Chair will issue a report on assessment activities to the faculty by September 1 of each year. We are to discuss the report at our Fall faculty meeting and decide on any needed changes to the program.

What follows are tabulations from the exit interviews from 2012-2013. At our Spring faculty meeting we will discuss what program improvements are needed based on the assessment data. We can also determine whether we need to make any changes to the exit interview questions.

The written exit interview forms filled out by the students are available in the office if anyone would like to read the full texts.

*Due to changes in the University’s assessment schedule the results of the assessment report will be disseminated to faculty at the end of the Fall Semester and discussed at the Spring faculty meeting.

Responses from 2012-2013 BFA Exit Interviews
28 Conducted

1. Did you take courses in at least 4 of the studio disciplines taught at WSU?
   28 Yes  0 No

2. Do you feel you have an understanding of the materials and procedures of these disciplines?
   27 Yes  1 No answer

3. Explanation of material or process
   27 correct  1 No answer

4. Area of concentration
   12 Painting  9 Photography  4 Printmaking  3 Sculpture

5. Do you feel you have proficiency and an in-depth understanding of your area of concentration?
   28 Yes  0 No

6. Do you feel there is an appropriate balance of discussion of form and content in studio courses?
26 Yes  2 No

7. How many drawing courses did you take at WSU?
   2 One course  2 Two courses  8 Three courses  11 Four courses
   3 Five courses  2 Six or more courses  0 No answer

8. Do you think you have integrated drawing into your aesthetic sensibility
   25 Yes  3 No  0 no answer  23 expounded
   Explanations (More than one answer per person possible)
   6 Drawing is fundamental
   7 Drawing helped with composition
   2 Drawing helps you learn to see
   2 Drawing helps develop ideas
   4 Drawing helps with line and value
   2 Drawing helped to understand form

9. Did you take the survey of western art sequence here?
   18 Yes  10 No

10. Do you feel you have an overall understanding of the evolution of western art?
    18 Yes  8 No  2 non responsive

11-16 Various art history questions.
    76.4% of the answers given were correct

17. Did any aspect of the program deal with graduate school and/or employment opportunities?
    7 Yes  21 No

18. Do you feel prepared for graduate school or employment?
    16 Yes  10 No  2 Somewhat

19. Is there anything we could have done on a program level to make you feel more prepared?
    21 Yes  7 No
   Suggestions

   6 Provide career options
   4 Clearer advice and seminars on Art Ed/Prep for Praxis
   4 Provide more info on Grad Schools
   1 More writing/artist statements
   2 More visiting artists
   1 Better advising
   1 Exposure to student work from well respected grad schools
   3 Course on how to survive in art world as a new artist
   5 Guidelines on preparing portfolios and doing research
1 Teach photo classes like lighting classes and shooting in a studio
1 Guidance on how to come up with creative still lifes for Art Ed Students
1 Less lectures, more studio time

20. What are your plans for after graduation? (More than one answer per person possible)
   13 Graduate school
   7 Get a job
   9 Work on art
   2 Teach
   1 Exhibit
   2 Work in gallery
   1 Work for a magazine
   1 Work at a museum
   1 Start Licensure program
   1 Finish degree
   1 Work in design field

21. Do you visit the exhibitions in the University Art Galleries?
   27 Yes  0 No

22. Have you visited the exhibitions with a class or for an assignment?
   27 Yes  0 No

23. Do you think the shows in the Galleries have increased your educational opportunities at WSU?
   25 Yes  2 No

24. How have you learned from them? (More than one answer per person possible)
   8 Different styles, contemporary art
   13 Used ideas and techniques in own work
   4 Learned from guest speakers
   4 Being inspired
   8 Educational value of exposure
   1 Good to see other student work
   1 Networking at openings
   4 Learned how a gallery works
   5 Learned how to display art

25. Have you integrated the study of original works of art into your artistic practice?
   21 Yes  6 No  1 No Answer

   Explanation
   5 Better understanding of work
   2 Borrowing from Artists
   2 Research
   6 To get ideas
   2 Educational Opportunity
26. Do you visit the student gallery?
   26 Yes  2 No

27. Have you exhibited there?
   9 Yes  18 No

28. Has the student gallery increased your educational opportunities at WSU?
   17 Yes  11 No

   Explanation (More than one answer per person possible)
   6 see other students' work
   7 learn how to hang show/present work
   1 Showcase my work
   1 Encouragement
   1 Get ideas
   2 inspiration
   1 Educational opportunity

29. Were you ever closed out of courses for your major?
   10 Yes  18 No

   Which courses?
   7 Printmaking
   2 Photo
   3 Painting
   1 Sculpture
   1 2D
   1 Int. Drwg.

   If yes, was your graduation delayed?
   2 Yes  18 No  8 No answer

30. What would you say are the strengths of the BFA program? (More than one answer per person possible)
   38 Teachers, personal attention
   19 Structure of program
   11 Requirement to take classes in a variety of media
   12 Variety of offerings
   1 Good critical feedback
   3 Drawing
   2 Attention to fundamentals
   1 Photo Department
   1 Small class size
   1 Gallery shows, lectures, talks
   1 observational approach
1 Fine Art emphasis
1 Historical background
1 Easy College Degree

31. Are there any weaknesses? (More than one answer per person possible)
7 No weaknesses listed
6 Classes too small
2 Not enough time
3 lack of variety of offerings
1 Scheduling/Organization
3 Poor equipment
1 little room for self expression
1 Bad teaching
3 Weakness of classmates
6 advising
2 poor adjuncts
1 lack of communication
1 lack of harsh criticism
1 not enough pressure
5 uneven workloads
2 not enough post grad and career counseling
1 no MFA program
1 no market preparation
1 applying knowledge to current industry
1 greater variety of paint media (not just oils)
1 segregation of media
1 better integration of Art History

32. Were you satisfied with the quality and extent of advising you received within the department?

yes 19 no 5 unresponsive 4

33. Do you have any other suggestions or comments for us?
15 No suggestions
5 Better advising
2 Better parking
1 BFA review
1 Mandatory solo shows
1 Better infrastructure
1 Less “white guys”
1 New drying racks in print lab
1 More field trips
1 Better lenses
1 Career Services
1. Less writing intensive
2. More classes
1. Closer monitoring of poor professors
1. Better Senior show preparation

Responses from 2012-2013 BA/Studio Exit Interviews
3 Conducted

1. Did you take courses in at least 4 of the studio disciplines taught at WSU?
   3 yes  0 no

2. Do you feel you have an understanding of the materials and procedures of these disciplines?
   2 yes  1 no

3. Explanation of material or process
   2 correct 1 no answer

4. Do you feel there is an appropriate balance of discussion of form and content in studio courses?
   2 yes  1 no

5. How many drawing courses did you take at WSU?
   1 three  1 one  1 four

6. Do you think you have integrated drawing into your aesthetic sensibility
   3 yes  0 no

   Explanations
   1 Drawing is an essential component to all studio courses. It increases understanding of space and proportion
   1 It helps with composition and the value of the piece

7. Did you take the survey of western art sequence here?
   3 yes  0 no

8. Do you feel you have an overall understanding of the evolution of western art?
   2 yes  1 no

9-14 Various art history questions.
   95% of answers given were correct

15. Did any aspect of the program deal with graduate school and/or employment opportunities?
    1 yes  2 no

16. Do you feel prepared for graduate school or employment?
17. Is there anything we could have done on a program level to make you feel more prepared?
   2 yes  1 no
   Suggestions: 0 suggestions

18. What are your plans for after graduation?
   1 Masters in behavioral science
   2 employment

19. Do you visit the exhibitions in the University Art Galleries?
   3 yes  0 no

20. Have you visited the exhibitions with a class or for an assignment?
   3 yes  0 no

21. Do you think the shows in the Galleries have increased your educational opportunities at WSU?
   2 yes  1 no

22. How have you learned from them?
   2 expanded my view of what art is
   1 Evaluate art at a higher level

23. Have you integrated the study of original works of art into your artistic practice?
   1 yes  2 no
   Explanation
   Heavily influenced by contemporary art. This has helped me to understand the current market and apply it with current work.

24. Do you visit the student gallery?
   3 yes  0 no

25. Have you exhibited there?
   3 yes  0 no

26. Has the student gallery increased your educational opportunities at WSU?
   2 yes  1 no
   explanations:
   1 Showed how real gallery show is put together.

27. Were you ever closed out of courses for your major?
   1 yes  2 no
   Which courses?
   1 Art History due to semester change
If yes, was your graduation delayed?
1 no

28. What would you say are the strengths of the BA program?
   1 variety of techniques offered
   1 having to take a sequence in your concentration, but also taking other art forms

29. Are there any weaknesses?
   1 Time and appreciation for schedule demands for working students

30. Were you satisfied with the quality and extent of advising you received with the department?
   2 no
   1 yes

31. Do you have other comments or suggestions for us?
   1 having more art courses in the BA major would be beneficial. There were a considerable amount of non-art courses.

Responses from 2012-2013 BA/Art History Exit Interviews
4 Conducted

1. Did you find that writing art history papers and working with your advisor made you write better?
   4 Yes 0 no
   Explanation
   4 More confident and better writers overall

2. Have your research skills grown during your experience as a major?
   4 Yes 0 no
   Explanation
   3 Learned a variety of research methods and how to find sources more quickly

3. Did working on papers or your course work enhance your critical thinking skills?
   4 Yes 0 no
   Explanation
   1 Forced them to think harder
   1 Helped them to assess from all angles
   1 Helped them to think more about the topic of their paper, applying what was learned and write a well-written paper
   1 Helped them focus on details that mattered
4. If I assigned you a 10 page paper on an art history topic what kinds of resources would you consult? How would you build a bibliography?  
4 Good explanations

5. Did any aspect of the program deal with graduate school and/or employment opportunities?  
0 Yes  4 No

6. What are your plans for after graduation?  
3 Grad School  
1 Work

7. Do you feel prepared for graduate school or employment?  
3 Yes  1 no

8. Is there anything we could have done on a program level to make you feel more prepared?  
1 no  
1 More info on museum studies/working in galleries  
2 help transition from school to a career

9. Did you take the survey of western art sequence here?  
2 Yes  2 No

10. Do you feel you have an overall understanding of the evolution of western art?  
4 Yes  0 No

11. Did you take courses in at least 5 of the art history areas taught at WSU (American, Ancient/Classical, Medieval, Renaissance, Baroque, 19th Century, 20th Century, Non-Western, Art Theory and Criticism, Museum Studies)?  
4 Yes  0 No

12. Do you feel you have a detailed understanding of these periods and styles?  
4 Yes  0 No

13-22 Various art history questions.  
80.3% of the answers given were correct

23. Did you take courses in at least 3 of the studio disciplines taught at WSU?  
3 Yes  1 No

24. Do you feel you have an understanding of the materials and procedures of these disciplines?
25. Explanation of material or process
   4 Correct 0 incorrect

26. Do you visit the exhibitions in the University Art Galleries?
   4 Yes 0 No

27. Have you visited the exhibitions with a class or for an assignment?
   4 Yes 0 No

28. Do you think the shows in the Galleries have increased your educational opportunities at WSU?
   3 Yes 1 No

29. How have you learned from them?
   1 Teachers input/interpretation
   1 Learned more about contemporary art
   1 Museum studies class focused a lot on the gallery

30. Have you integrated the study of original works of art into your scholarly practice?
   1 Yes 3 No
   Explanation
   No explanation

31. Do you visit the student gallery?
   4 Yes 0 No

32. Has the student gallery increased your educational opportunities at WSU?
   1 Yes 3 No
   Explanation
   No explanation

33. Were you ever closed out of courses required for your major?
   0 Yes 4 No

   If yes, was your graduation delayed?
   0 Yes 0 No

34. What would you say are the strengths of the BA program? (More than one answer per person possible)
   1 We have two great professors on staff who really know what they’re talking about and are always willing to help. My writing skills have greatly increased.
   1 The Professors – Karla, Caroline, Lisa Morrisette when she was here.
   1 They cover a lot of information and are very thorough.
   1 You learn to analyze art on a higher level
35. Are there any weaknesses?
   2 Not enough courses in Museum/Gallery studies
   2 lack of variety of program offerings
   1 Try to cover too much material –example: Roman Art

36. Were you satisfied with the quality and extent of advising you received within the department?
   2 yes  1 no  1 somewhat

37. Do you have other comments or suggestions for us?
   1 Biggest struggle was keeping up with all the readings in the upper art history course, maybe reducing the number of readings
   1 Thanks for the education
1) In what year did you graduate from WSU?

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Total Responses = 168

2) What degree did you receive?

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<td>c) BA Art History</td>
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OTHERS: Masters in Art/Art Therapy, Bachelors of Science in Education, Masters in Counseling and Guidance

3) Have you pursued course work at the graduate level?

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<th>Year</th>
<th>a) Yes</th>
<th>b) No</th>
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<td>00's</td>
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4) Are you presently employed?

   a) Yes                b) No

   # of responses:  110   46

   # from 70’s:    22   15
   # from 80’s:    23   13
   # from 90’s:    16    9
   # from 00’s:   49    9

Job description:
- Adjunct art instructor – drawing and art history
- Private nanny and tutor
- K-12 art teacher
- Tutor for homeschool group
- Assistant manager of a restaurant
- Youth art program coordinator @ rosewood arts and adjunct art faculty
- Curator art gallery director
- Director of operations – Rizzi designs (marketing and advertising firm)
- Manager at trader Joe’s
- WSU sculpture tech
- Registrar, franklin park conservation
- Teacher / studio manager
- K-7 full time elementary art teacher
- Own part time photography business
- Medical records custodian
- Art teacher K-12
- Administrative assistant
- Mail production Coordinator and self employed photographer
- Part time project coordinator
- Painting instructor in a gallery / studio
- Self employed artist
- Director – summit academy community school in Cincinnati
- Lexis Nexis – government sales specialist
- Consultant – Artist
- UPS – Sales associate
- Graduate assistant in special collections and archives
- Hospital worker
- Design and marketing specialist / artistic director
- Subway assistant manager
- Freelance artist
- Prototype specialist – fabricate prototypes, mockups and sales samples
- Product support at AM leonard Inc.
- House cleaning
- Graphic design
- Insurance agent
- Craft and sewing instructor at Joann fabrics
- Production specialist @ Lorenz publishing
- Director of corrections and rehabilitation at a rehabilitation facility
- Self employed artist, writer, teacher
- Yoga instructor
- Physical plant director for Clark state community college
- Self employed with art / antiques business
- Marketing manager
- Director of marketing community liaison
- Assistant professor at Miami university
- Art teacher and art therapist
- Middle school art teacher
- Art therapist in private practice
- Special education resource specialist
- Adjunct art professor
- Pre school teacher
- Business owner / distributor of construction related products
- Creative director for small design firm
- Executive assistant to a division chief at wright Patterson AFB
- Associate professor
- Art / painting teacher
- Graphic designer, scholarly editor
- Counselor
- Salesman for Meiningers art supply
- Art teacher
- Picture book illustrator
- Art teacher
- Telemarketing / sales, independent contractor
- Acquisition specialist / contract specialist with the department of defense
- Director of creative services, college of engineering and science at UC
- Quality assurance specialist
- Teacher (special ed) for Dayton, Oh public schools

5) Have you been employed in an art related area at any time since graduation?

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6) Are you still doing your own studio work?

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<th>c) Not applicable</th>
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<td>2</td>
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<td># from 00’s:</td>
<td>43</td>
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7) Do you exhibit your studio work?

<table>
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<th>b) No</th>
<th>c) Not applicable</th>
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<td># from 90’s:</td>
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<td># from 00’s:</td>
<td>25</td>
<td>26</td>
<td>7</td>
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8) To what extent has your education in art contributed to the attainment of your life goals?

<table>
<thead>
<tr>
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<th>(Greatly)</th>
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<td>11</td>
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9) In retrospect, how would you rate the quality of the courses and teachers in studio areas in this department?

<table>
<thead>
<tr>
<th>(Poor)</th>
<th>1</th>
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<td>6</td>
<td>18</td>
<td>10</td>
<td></td>
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</table>
10) How would you rate the quality of the courses and teacher in art history in this department?

(Poor) 1 2 3 4 5 (Excellent)

# of responses: 0 8 23 51 65

# from 70’s: 0 1 8 11 9
# from 80’s: 0 3 8 8 16
# from 90’s: 0 0 1 11 13
# from 00’s: 0 4 6 21 27

11) Did you visit the exhibitions in the University Art Galleries (Robert and Elaine Stein Galleries)?

a) Yes  b) No

# of responses: 80 76

# from 70’s: 12 23
# from 80’s: 10 27
# from 90’s: 9 17
# from 00’s: 49 9

12) Did you visit the exhibitions in the student gallery / experimental gallery?

a) Yes  b) No

# of responses: 105 53

# from 70’s: 15 22
# from 80’s: 24 13
# from 90’s: 18 8
# from 00’s: 48 10
13) Did the program cause you to integrate the study of original works of art into your artistic or scholarly practice?

<table>
<thead>
<tr>
<th></th>
<th>a) Yes</th>
<th>b) No</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td># from 00's:</td>
<td>51</td>
<td>7</td>
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</tbody>
</table>

14) Did the program give you an understanding of the evolution of art history?

<table>
<thead>
<tr>
<th></th>
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<th>b) No</th>
</tr>
</thead>
<tbody>
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<td>25</td>
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<tr>
<td># from 00's:</td>
<td>53</td>
<td>3</td>
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</tbody>
</table>

15) If you have attended another undergraduate program, how would you rate this department in relation to that program?

<table>
<thead>
<tr>
<th>(Poor)</th>
<th>1</th>
<th>2</th>
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<td>3</td>
<td>3</td>
<td>10</td>
<td></td>
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</tbody>
</table>
16) **If studio major:**

Did the studio program teach you to integrate drawing skills into your aesthetic sensibility?

a) Yes  b) No

<table>
<thead>
<tr>
<th></th>
<th>70's</th>
<th>80's</th>
<th>90's</th>
<th>00's</th>
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<td>44</td>
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<tr>
<td>No</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>5</td>
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</tbody>
</table>

Did the studio program give you an acquaintance with the materials and procedures of five of the studio disciplines taught at WSU?

a) Yes  b) No

<table>
<thead>
<tr>
<th></th>
<th>70's</th>
<th>80's</th>
<th>90's</th>
<th>00's</th>
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<td>16</td>
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<td>45</td>
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<tr>
<td>No</td>
<td>3</td>
<td>4</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

Did the studio program give you proficiency and in depth understanding of at least one studio discipline taught at WSU?

a) Yes  b) No

<table>
<thead>
<tr>
<th></th>
<th>70's</th>
<th>80's</th>
<th>90's</th>
<th>00's</th>
</tr>
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<td>45</td>
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<td>No</td>
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<td>0</td>
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<td>3</td>
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</tbody>
</table>
17) If Art history Major

Did the art history program teach you to conduct scholarly research in the field and demonstrate writing and critical thinking skills?

<table>
<thead>
<tr>
<th>a) Yes</th>
<th>b) No</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td># from 00’s: 8</td>
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</table>

Did the art history program give you a detailed understanding of at least five periods and styles within the history of art?

<table>
<thead>
<tr>
<th>a) Yes</th>
<th>b) No</th>
</tr>
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<tbody>
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<tr>
<td># from 00’s: 10</td>
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</table>

Did the art history program give you an acquaintance with the materials and procedures of at least two of the studio disciplines taught at WSU?

<table>
<thead>
<tr>
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<th>b) No</th>
</tr>
</thead>
<tbody>
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<td># from 80’s: 8</td>
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<td>1</td>
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<td># from 00’s: 10</td>
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</table>

18) Below, please express your thoughts about this departments overall program with particular emphasis on major strengths and weaknesses. Please attach another sheet if you need more room.

1970’s

-As it has been so many years, they wouldn’t be relevant to the current department
- I regret that the art education department seems to no longer exist at WSU. My experience there was life changing. I truly found myself, my direction, my career, and my life’s mission.

- I enjoyed my time at WSU, it was different in 1972-1976. Back then, there were two undergrad art degrees – fine art and art education. You could also get your masters in these or also a masters in art therapy. If I could do it again, I would focus on painting and forget the teacher courses.

- I feel as though I had a great education as wright state and I feel lucky. I still use information that I got from classes there in my work. I particularly appreciate the information I got from Ernie Koerlin and Ray Must. I was very lucky to have participated in Yale summer school through Wright State. Both Ernie and Ray have continued to be my friends.

- When I was there, I felt there was not enough direction and support for the students. The teachers did a fine job in presenting their fields of expertise.

- At the time, it suited my needs well.

- My undergrad work was at Ball State (art education) masters in art education at WSU helped my teaching career, NCR career in computer training, and government contracting in training area.

- At the time that I attended WSU, the classes were limited, not all areas were available. I am sure that has changed.

- In 1971-75, art studio classes mainly were fine art, not graphic or advertising / commercial. I’m sure now there are more choices in WSU art department.

- It has been a long time since I was at WSU, I don’t know if my answers are what you are looking for.

- The art history courses I took from 71-75 fueled my love of art of the renaissance. I hope the art ed. Program (and all teaching programs) have improved. My daughter is pursuing a music ed. Degree (not at WSU) and they put freshmen in a classroom situation of this school. Students not suited for teaching find that out sooner than later.

- When I went there, there was a strong emphasis on drawing the figure, design fundamentals, visual fundamentals, are history, painting and printmaking. In other words, a well-rounded exposure to the visual arts. We had a well-educated faculty that had a passion for their field. They showed patience that expected commitment. I used many of their Methods in my own teaching.

- The department was good for that time and era.

- I received an outstanding education all the way around at WSU. The excitement in superb faculty at this “brand new” university was amazing. I was truly blessed to be there.

- It has been a very long time. I am sure your program has evolved and is much different than my experiences from the 70’s.

- Ed Levine provided and the staff supported an excellent environment and many quest artist during my ears at WSU. Exposure to successful and professional artists was invaluable and encouraged me to be successful in my field.

- I gained a very strong appreciation for creative / conceptual thinking and problem solving. Excellent foundation for my MFA at WSU state and pursuing personal and career goals as my life continues. Thank you.
- I’ve been able to hold my own with filmmakers and architects in the Los Angeles area. I’ve done research for the best of them and produced “method” props in the spirit of film projects. Mike Nichols liked my work!
- I had a good experience with the art therapy program. I did not take art history or studio art. I did take a weaving and stitchery class required for the program. I was under Gary Barlow and Lou Shupe with Virginia N. I enjoyed the program and I worked with at risk students in the Fairfax Co. public schools.
- There have been major changes since 1973. I’m not at all sure what I experienced 44 years ago is relevant to what’s happening now.

1980’s

- All the teachers seem to always be professional in time and action.
- I am happy with my time at WSU. I have taught art and exhibited my work for twenty-four years now.
- It has been a few years, but excellent in all areas.
- I feel I received an excellent education.
- I really enjoyed the studio courses and found my art professors to be interesting and highly professional. They pushed us to produce and encouraged our creativity.
- Tom Macaulay has been a big influence on my life. Not only did he inspire me to believe I had the talent and a message to share through my art, but he has shaped the lens that I view my work, my family, my decisions, my world. I am who I am because I left UC to come to WSU. I cant thank you enough.
- I was young and impressionable, but adored Nathanson, Jerry and David, and Ray. Tom also facilitated my growth as an artist. I am quite pleased overall with the program and education I received at WSU. Great visiting artists too.
- In the late 1980’s, the art history program was awesome
- Great program, the professors helped develop me.
- Would help if the business side of art offered classes
- Art ed. major needed class to help teach others about art history.
- Cannot speak regarding current faculty and program but 35 years ago – it was excellent.
- I transferred from another school to WSU. Mt Garey training balanced concepts of modern art with the development of traditional skills. WSU at that time ( in painting and drawing) emphasized tightly rendered realism. The printmaking instructor was an excellent teacher and mentor.
- MA program was fair in 1984
- I’ve gone on to get a Ph.D and some of that my love of learning was certainly cultivated at WSU. Art department gave me opportunities as a masters student to teach art history. Thank you.
- Would like to see the business of art – gallery, record keeping within the confines of personal studio. Also marketing oneself.
- Loved my education at WSU – will get back to my art when life slows down.
- I am an art teacher so studio courses were required but never was approached about exhibiting my work as those who were studio majors. Due to time, I do very little studio work unless it is summer.
- I feel I had a comprehensive well rounded undergraduate education taught by excellent professors.
- Strong painting school, felt very well prepared for graduate work and beyond.
- I absolutely loved every minute at WSU. As an older student I was always treated fairly.
- Didn’t feel prepared enough to pursue graduate studies.
- I think the department should include a jobs component and spend time teaching students about graphic design options and or art admin opportunities, when I graduated this was lacking.
- Strengths of the program from 1986-1988 were: professors in studio gave a solid footing in the basics and motivated me to do my best work. Listening to them talk and express their views of art and technique, style etc. was very helpful as were the critiques during class periods. I enjoyed Kim Kaiser, Diane Fitch, and Ernest Koerlin for my studio classes as well as Ray for printmaking. Art history coursework was interesting especially Dr Nathanson and Dr. Andrew Ludis. I think the program gave me a solid grounding in the early - mid periods of the history of art. Unfortunately I was never able to take any of the later periods due to each of course offerings. The weaknesses: We never went outside to draw or paint. It would have been nice for the university to have sponsored a trip to Europe / major art centers for art / art history and other majors in the college of liberal arts. None of the professors were proficient in watercolor which is what my interest is and was in. possible career directions / options after graduation and graduate schools. I am glad I had the liberal arts coursework in college. It has opened up a lot of different interests that I have to the present time. I have continued to paint and exhibit my watercolors since graduation. I have become interested in studying and reading about various artists in the past several years. I think that majoring in fine arts and art history in college is something that is the beginning of a journey that can take a person in many different directions as life goes on.

1990’s

- Good
- I have nothing but good things to say about my experience at WSU / art department. It really shaped my future.
- Teachers were the strength
- As always – the each of emphasis on educating people how to make a living without succumbing to teaching is sorely lacking. Business education showed be 1/3 of education as an artist.
- I appreciated this attention given to me by: Kim Vito, David Leach, Ernest Koerlin and Kim Kiser.
- Working in art history is difficult. It's a field very hard to find work in, an employment database for the arts for alumni would be great.
- Strengths: class sizes small and professors and staff always available to help.
- Overall – I had a wonderful experience at WSU.
- There needs to be an emphasis on career paths. I understand the fine arts approach however one needs employment after school is over.
- Good program but not much job guidance
- My WSU fine arts education strengthened my creative and critical thinking skills in a way that helped me advance to the top in an unrelated discipline.
- I was impressed with the art and art history department and I feel I received a well-balanced education in art and art history.
- I enjoyed the program very much. The discipline set for turning in projects was very valuable. If I had one thing I would want improved it would be the drawing courses. I was and still am a poor illustrator. I feel my drawing instructors did not time one on one to help me improve.
- Major strengths: excellent well trained professors. Professors did not appear to have favorites, respected students work with their instruction. Weakness: need a class in abstract art. Many WSU graduates paintings look similar. Encourage each student's style and creative methods.
- At the time, the painting instruction was focused exclusively on oil painting, no pastels, watercolor acrylic, or other media instruction was available. Since I cannot use oils for health reasons this was a major disappointment.
- I learned a lot from Dr. Elaine Tulanowski – her enthusiasm was infectious and Dr. Linda Caron – learned a lot from her – she was my role model when I became a teacher myself. The studio teachers were not so great – I floundered. Except for Tom Macaulay; he was compassionate.
- I loved the program. Coursework was great – so was the faculty. Only weakness was adjuncts. Their facilitation and skill level did not compare to faculty. This was particularly evident in sculpture.
- The arts program is excellent and allows students to be creative in their own right.

2000's

- I believe the art education BFA degree should include teaching licensure
- All I can say is this program BFA were excellent. Students beginning the art history portion of program could have a pre req. course on writing required and art history writing tutors available.
- Program provided major skills in relation to my artistic development and thought process. Quarters made if difficult to complete or provide sufficient work. However, semesters are implemented.
- Learned the most in art history – Dr. Carol. Ben Montague – great photography teacher – learned a lot.
- I was in the art history program many years ago, however it was the foundation for all of my scholarly endeavors. I owe an incredible gratitude to Linda Caron for her Mentorship.
As an art history major, I enjoyed taking studio classes, but I was disappointed at the variety of art periods taught for upper level classes. The ones I took were great but nothing from the renaissance to romanticism movements were offered.

I enjoyed my time in the art history program. It was a great survey experience. I would have benefited from a “specialization” option, allowing me to focus my studies in a particular area. The program would also benefit from courses in scholarly research and critical thinking. These would have been good prep for grad school.

I remember this program being very challenging – although I have fond memories of being in this program ad have certainly taken these ‘tools’ into use. I look forward to the days of less work and more concentration on my art. It has and always be my outlet

My concentration was photography. Weaknesses would be that I only had one professor for all my advanced classes, (would have been great to have additional perspectives in the subject), and some of the technical aspects of photography were poorly taught or not at all (such as studio lighting, outdoor reflecting, etc.)

There was no instruction in the practical application of our skills – in other words, what we might do with our expensive degrees. A class to prepare us for submission to shows and galleries would have been essential to a solid program. A class in art marketing would have been ideal.

I enjoyed the wide variety of knowledge and skill from the teachers.

Very proud to come from WSU art department as an undergrad gave me a strong foundation to build my artistic processes upon.

Provides a solid foundation in art. Needs a vigorous visiting artist program.

I enjoyed the painting classes, though I think one of the weaknesses was a slight lean towards a specific approach to painting for some instructors. I also disliked that painting from the model was put off as an “advanced” subject, and left a lot to be desired for understanding the figure. I enjoyed the coursework, most classes (sculpture, painting, photo, drawing etc.) varied the homework so it didn’t feel like you were repeating the same assignment again and again. Overall, I think WSU has a great art department.

Strengths: potential to be great. Weakness: not enough emphasis on art after school for students, such as jobs. Also, a more student friendly idea of what makes a student successful and truly educated. Perhaps more personal attention.

I wish there were more graphic design type classes that are still helpful in all areas of art for more job possibilities. It would have been good to have learned photography with either Nikons or canons. Kim Vito – best professor ever! Internships should be part of the degree.

Maybe offer a portfolio development class that covers artist statements, photographing work, and proposals for shows. Real art world stuff.

Dedication of professors: strength. Weakness: not open to other art forms; example: there are no clay wheels and 2 glazes. It comes off snobby.

Strength: professors (knowledgeable, approachable, challenging) weakness: I would have minored in art history if able to at that time.
- I gained a lot from my drawing courses that I use in all of my artistic endeavors. I gained a lot of knowledge and understanding of multiple sculpture techniques by being able to take a variety of courses.

- Strengths: good courses and helpful faculty. Improvement: make art history courses more engaging – showing slides and professors talking about them isn’t very engaging for students. I did not like that every art history class must be taken with a writing component. If you filled your writing credits – it would be nice to take art history classes (without a paper) just because you wanted to learn more.

- I was a print major and absolutely love it. Kim Vito is an excellent professor. I just wish I had the chance to take screen-printing.

- WSU has one of the finest art programs in the area. I had a wonderful experience there, and would recommend the college of arts to anyone. Even though I am not working directly in the art field I am still able to apply what I learned in my day-to-day work.

- The art program is excellent. If I had to make a criticism I would say that some of the concentration is put on processes that are impractical in a situation outside of an academics setting.

- The emphasis on drawing at WSU makes it a stand out program. More attention given to professional development and practice for senior BFA candidates should be considered as this important component is largely absent at WSU.

- WSU has a very strong art program with excellent teachers.

- The greatest strength about the art department is that the instructors encouraged you to go beyond your comfort zone in order to achieve and reach your greatest potential

- I’m still pleased with my degrees from WSU

- Loved it

- I enjoyed the program. I found Kim Vito to be a major strength. I took photo I at Sinclair and found their set up and instructors to be better, so overall, I found photography at WSU to be the only poor course I encountered.

- Major weakness was no help suggesting art related jobs or companies. I was at a big disadvantage when looking for a job also because everyone wanted an internship on my resume. Provide career assistance! I asked for help many times and no one gave guidance.

- I really enjoyed the program and teachers were fantastic, especially Kim Vito.

- Strengths – great concentration professors. Some general educations are lacking for good professors. Weakness – ridiculously horrible ability to get info on m. ed program, you people need a liaison and I volunteer.

- Excellent program overall – good facility got what I came for.

- As a transfer continuing education student I would have benefitted from more advertising from faculty and after graduation advice on how to find a job in a related field or how to succeed as a studio artist.

- Even though job outlook is questionable I will never regret my decision to attend WSU for fine arts (painting). I’m thoroughly satisfied with my art education and glad that my professors taught me to approach painting in the way that they did. Strengths – I feel like I better understand color relationships, learned more solid
observation and measuring skills and am very thankful that I was forced a little out of my comfort zone. Weaknesses – the only times I can think of would be maybe to allow advanced art students to explore a little more, but I guess that can be done in grad school, there almost isn’t time for that in undergrad.