



Final Annual Report

Tennessee Tech University

President

Provost

College of Education

School of Art Craft and Design



Art Department Mission Statement

Department/Unit Contact: Kimberly Winkle

Mission/Vision/Goal Statement

I. Department Mission

The mission of the Department of Art is to prepare BFA majors for careers in visual art studios, design practice and art education. More broadly, the department seeks to enable students to discover creative potential, to learn skills design processes, to acquire cultural knowledge, and to develop critical faculties through visual art experiences. The Department also seeks to instill an appreciation of visual arts in all University students, and to broaden the cultural perspective of the community, state, and region. A unique facet of Tennessee Tech is the Appalachian Center for Crafts which is dedicated to promoting excellence in American craft by providing access to the highest quality professional education in studio crafts, and presenting diverse craft artists, works and events in a community arts context.

The Bachelor of Fine Art degree is the initial professional degree in art. The Department of Art has developed the degree in accordance with the guidelines established by the National Association of Schools of Art and Design.



Art Department Mission



Program Goal 1

Define Goal

Program Goal 1: The goal of BFA degree is the development of the skills, knowledge, concepts and sensitivities essential to the professional life of the studio artist, designer and/or art educator.



Intended Outcomes / Objectives

For alumni to have the skills and knowledge to lead productive creative careers as studio artists, designers, educators or other related creative fields.

Program Goal 2

Define Goal

Program Goal 2: The Department also seeks to instill an appreciation of visual arts in all University students, and to broaden the cultural perspective of the community, state, and region.

Intended Outcomes / Objectives

Through our vital Art Appreciation and Art History courses, which are available to all TTU students, we hope to create better citizens of the world by providing them with the knowledge, understanding and compassion to view artwork as a reflection of society and to better appreciate the diversity that exists within all of humanity.

Student Learning Outcome 1

Define Goal

Student Learning Outcome 1: Students will develop knowledge of great works of art and the stylistic characteristics of the historical periods from which they come.

Intended Outcomes / Objectives

It is intended for our students to be able to draw upon this knowledge base to inform their own creative production/practice and with this knowledge be better, more developed, compassionate and practitioners.

Student Learning Outcome 2

Define Goal

Student Learning Outcome 2: Students will develop knowledge of multicultural artistic traditions.

Intended Outcomes / Objectives

Through this exposure, students will become more respectful and compassionate citizens



of the world. Additionally, the art practitioners will have new understanding of and/or awareness of the artistic traditions which may or could influence their own creative styles.

Student Learning Outcome 3

Define Goal

Student Learning Outcome 3: Students will develop the common body of knowledge and skills of art, and will exhibit technical competence, a broad knowledge of art history, an understanding of style and its implications, critical thinking, an insight into the role of art in the life of humankind, and the ability to identify and solve problems.

Intended Outcomes / Objectives

Students will be able to effectively utilize their developed technical proficiencies in a way that speaks their own authentic creative voice through their designs/artistic production while also helping them to communicate their vision to the outside world.

Student Learning Outcome 4

Define Goal

Student Learning Outcome 4: Students will develop the ability to formulate and defend evaluative judgments about art and to make qualitative decisions concerning their own personal creative expressions.

Intended Outcomes / Objectives

Through the varied studies of different art methods, art historical time periods, art of the world and critical dialogue students will be skilled at looking at and discussing art through a variety of lenses: historical, critical and aesthetic. With this ability, students will be adept at analyzing and defending both their work and the work of others.

Student Learning Outcome 5

Define Goal

Student Learning Outcome 5: Students will demonstrate professional expertise through the presentation of a culminating exhibition or portfolio.

Intended Outcomes / Objectives

Students will have the practical knowledge and experience to move forward as professional artists understanding how to and the importance of exhibition as professional



practice of the artist.

Student Learning Outcome 6

Define Goal

Student Learning Outcome 6: The student will compete effectively for careers in art education, design or studio arts, and will achieve appropriate professional certification.

Intended Outcomes / Objectives

As professional practitioners in the creative fields, our students will contribute to the creative economy while also adding richness to the lives of those who view and appreciate the arts and students of whom our art educators will be teaching.

Assessment 1 Sophomore Assessment

Goal/ Outcome/ Objective: Program Goal 1, Student Learning Outcomes 1, 3

Type of Tool: Focus Group

Rationale

1. Students in a BFA studio concentration with approximately 45 - 60 earned hours are screened for appropriate progress in art foundations classes, general education classes, and classes in the concentration studio. Studio concentration faculty, who also assist in advising, assess whether the level of accomplishment (the quality of the artwork) in at least two classes in the concentration is sufficient to support a recommendation to continue in upper division work in that studio, consistent with the NASAD content and competency standards noted for all professional baccalaureate degrees in art and design.
2. Regarding the sophomore assessment, conscientious and competent performance in beginning studio classes may produce grades of C or better, and yet not indicate the potential to be competitive in a studio career. Although our sophomore assessment process is less severe, it is intended to serve a similar predictive function to pre-admission portfolio reviews. This process has encouraged students to change concentrations and even to change majors. This recommendation is denied in a small proportion of cases, and the process has been conceived as an enhancement of advising on an individual basis. If a denial of the recommendation to advance leads a student to a more productive major, it is deemed a successful outcome. However, since Spring 2012 the results of these assessments are being tabulated, to see if trends emerge that are useful for program assessment. Based on faculty discussions, the option to record three responses by the faculty advisor, "Recommended," "Not Recommended" and "Defer," are included in the sophomore assessments. The "Defer" response was added to the original assessment to accommodate situations that arise in cases of transfer students, changes of concentration, and other extenuating



circumstances. Spring 2017 results will be updated during fall 2017, after faculty advisors have had the opportunity to assess portfolios and meet with eligible advisees who were identified subsequent to the completion of spring 2017 coursework.

Frequency of Assessment: Annual

Assessment 2 Senior Thesis

Goal/ Outcome/ Objective: Program Goal 1, Student Learning Outcomes 4, 5, 6

Type of Tool: Capstone Project

Rationale

The senior thesis process requires the student to propose and develop a one-person exhibition and a portfolio of stylistically unified, technically accomplished work, and to define and defend its conceptual premise(s) to a committee of faculty and sometimes invited professional artists. This process generally involves two six-credit courses completed over two consecutive semesters. The level of accomplishment will be consistent with the NASAD content and competency standards noted for specific baccalaureate degrees in art or design.

 BFA Senior Thesis Guidelines

 Thesis assessment forms

Frequency of Assessment: Two semester senior year project

Assessment 3 Praxis II Exam

Goal/ Outcome/ Objective: Program Goal 1; Student Learning Outcomes 1, 2, 3, 4, 5

Type of Tool: Certification Exam

Rationale

1. Praxis II Exam - BFA students in the Art Education concentration take the Art: Content and Analysis as monitored by the College of Education Office of Teacher Education, as a requirement prior entering Residency I and Residency II as a teacher licensure candidate.

Frequency of Assessment: Requirement prior entering Residency I and Residency II as a teacher licensure candidate

Assessment 4 Alumni Surveys

Goal/ Outcome/ Objective: Program Goal 1; Student Learning Outcome 5, 6

Type of Tool: Survey



Rationale

1. Alumni Surveys - Ongoing contact and feedback from BFA alumni has made it evident that a reliable School of Art, Craft & Design alumni survey will provide better data to assess student learning outcome 6 adequately. The departmental staff has recently completed a comprehensive update of alumni contact information. An appropriate means of providing a departmental alumni survey process was reviewed by the art faculty subcommittee on assessment during the 2014-2015 academic year but the survey has not yet been administered.

Frequency of Assessment: TBD



Rationale for Outcomes and Assessments

Goal/ Outcome/ Objective: Goal 1 & Goal 2

Type of Tool: Annual Unit Report, Tracking Spreadsheet

Rationale

A variety of assessments of departmental enrollment, retention and graduation trends are easily accessible at TTU's Institutional Research web, and the IR staff is highly responsive to requests for additional reports. Assessment of the Art Appreciation courses for general education is based upon a syllabus that addresses the School of Art, Craft & Design's Learning Outcomes 1 and 2, and Tennessee Tech's general education learning outcomes for Humanities/Fine Arts courses, published at <https://www.tntech.edu/cas/gened/learnoutcomes-hum>. However, the extant culture of learning outcomes assessment in the studios has been focused on one to one communication between the faculty member and student.

The progressive content of art curricula and benchmark evaluations of student progress are correlated to the content and competency standards defined in NASAD Handbook sections

VIII. All Professional Baccalaureate Degrees in Art and Design pp.96-99, VIII.A.3 Competency Acquisition and VIII B. Common Body of Knowledge and Skills and competencies defined in VIII C. Results for foundational studies in art and design, and content and competency standards defined for each specific concentration in IX. Specific Professional Baccalaureate Degrees in Art pp. 99-115 and X. Specific Professional Baccalaureate Degrees in Design pp.115-127.

The concentration professor works with the Student Success center advisor for students in the respective studio concentrations, both at the Craft Center and main campus painting, and design studios. Since each studio concentration typically has only from 6 to 20 majors/advisees (excluding design, which has 60+ majors), the professor is kept aware of the advisee's academic progress and advising is individualized. Degree Works software, which facilitates tracking students' academic progress, aids in identifying any deficiencies in the progress of the transcript. The following assessments are also



performed to provide a more general picture. The School of Art, Craft & Design and its faculty are committed to continually adapting more sophisticated assessment measures and reporting; great progress has been made this year in Thesis assessment and protocol.

1. Regarding the sophomore assessment, conscientious and competent performance in beginning studio classes may produce grades of C or better, and yet not indicate the potential to be competitive in a studio career. Although our sophomore assessment process is less severe, it is intended to serve a similar predictive function to pre-admission portfolio reviews. This process has encouraged students to change concentrations and even to change majors. This recommendation is denied in a small proportion of cases, and the process has been conceived as an enhancement of advising on an individual basis. If a denial of the recommendation to advance leads a student to a more productive major, it is deemed a successful outcome. However, since Spring 2012 the results of these assessments are being tabulated, to see if trends emerge that are useful for program assessment. Based on faculty discussions, the option to record three responses by the faculty advisor, "Recommended," "Not Recommended" and "Defer," are included in the original and current sophomore assessments. The "Defer" response was added to accommodate situations that arise in cases of transfer students, changes of concentration, and other extenuating circumstances. Spring 2017 results will be updated during fall 2017, after faculty advisors have had the opportunity to assess portfolios and meet with eligible advisees who were identified subsequent to the completion of spring 2017 coursework.
2. The senior thesis process models important professional expectations that studio artists typically experience. In this process, occasionally a student may fail to produce enough work, or work of sufficient quality, and will not receive the minimum grade of "C" in a senior thesis course. However, in a more frequent minority of cases, a student may experience a breakthrough that prompts a change of direction in the work, or encounter an unforeseen technical or aesthetic roadblock that requires more time to resolve, even though the quantity and quality of work is sufficient for a passing grade. (Some prominent art schools, such as the School of the Art Institute of Chicago, consider letter grades in studio programs to be ineffective and misleading, and use a pass/fail system of grading, making portfolio review an even more primary benchmark for advancement.) The student may be advised by the committee and choose the opportunity to extend the project an extra semester. The senior thesis process is intended to fulfill the professional requirement that an emerging professional artist can present a body of work that projects a clear level of aesthetic and technical resolution. The resulting portfolio will be the basis of judgment for galleries, exhibitions, professional art fairs, graduate school admission, etc. The data that have been collected over the years for the BFA program exist in the form of photographic portfolios and artists statements recording each senior thesis project. A group of qualified art faculty, curators or art dealers can review these portfolios and assess the program relative to other college programs or professional standards relevant to a given art venue, such as graduate school entrance, juried art shows or gallery representation. During evaluator visits from the National Association of Schools of Art



and Design, five years of senior thesis portfolios are presented for review along with student transcripts to monitor adherence to NASAD standards, competencies and expectations. From Spring 2012 forward, a record of senior thesis committee recommendations has been tabulated, to see if trends seem to emerge that are useful for program assessment.

The Director of Art Education carefully monitors PRAXIS results and incorporates them in all ARED curriculum updates because the PRAXIS Art: Content and Analysis test is a primary benchmark in progress toward licensure as an art educator. The previously separately scored tests Praxis categories of Art Making, Art Content Knowledge, Art Content Traditional Critic Aesthetics and now scored together in the Praxis II: Art Content and Analysis category.

4. Prior attempts to perform alumni surveys using the NASAD provided instrument via conventional mail, 2001 and 2007, received too few responses to be conclusive. Attempts to disaggregate art major information from College of Education and NSSE data have not yet proven fruitful. The main School of Art, Craft & Design focus for obtaining better assessment data outside established grading and the senior thesis process is to get alumni survey data that correlates strongly to student learning outcomes 4 and 5, and especially outcome 6, pertaining to Program Goal 1.

Frequency of Assessment: Ongoing



Praxis II - Art Content Results

Goal/Objective/Outcome Number: Program Goal 1, Student Learning Outcomes 4, 5,6

Results

Academic year	2011-12	2012-13	2013-14	2014-15	2015-16	2016 2017
0131: Art Making						
0133: Art Content Knowledge						
0132: Art Content Traditional Critic Aesthetics						
0135: Art Content and Analysis	7/100%	7/100%	4/100%	8/87.5%	60%	3 out 5 60% succe rate
	pass rate	pass rate	pass rate	pass rate	pass rate	3 out of 5

Attachments

No items to display.




Senior Thesis

Goal/Objective/Outcome Number: Program Goal 1, Student Learning Outcomes 4, 5, 6

Results

Years	Senior Thesis or Design Portfolio	Recommended to Graduate	Not Recommended to Graduate
2011-12	6	6	0
2012-13	7	6	1
2013-14	14	12	2
2014-15	12	11*	1
2015-16	21	9**	0
2016-17	22 thesis	12***	0
2016-17	9 design portfolio	9	0

*One student was recommended to graduate by the senior thesis committee but did not graduate due to a general education requirement that was not complete, so eleven students passed the senior thesis process but ten students graduated.

**8 students are continuing senior thesis in fall 2016. 3 students did not register for classes in fall 2016. 1 student changed their major.

***6 of the original 22 are continuing senior thesis in fall 2017. 3 students have not registered for classes. 1 student changed their major.

Attachments

No items to display.



Sophomore Assessment Results

Goal/Objective/Outcome Number: Program Goal 1, Student Learning Outcomes 1, 3



Results

Years	Students Assessed	Recommended to Advance	Not Recommended to Advance	C
2011-12	11	11	0	
2012-13	12	10	0	;
2013-14	11	10	1	
2014-15	19	18	0	.
2015-16	37	36	1	
2016-17				

2016-2017 results are not available at this time; we do not conduct the Sophomore assessment results for 2016-2017 academic year until fall 2017. I will update the results as they become available.

Attachments

No items to display.



Joe L. Evins Appalachian Center for Craft



Mission of Appalachian Center for Craft

Department/Unit Contact: Debra Ruzinsky

Mission/Vision/Goal Statement

The Center for Craft Offices manages all aspects of the administrative functions of the Center including day-to-day operations of the facilities, including studios and labs, and conducts all business management functions. Additional oversight includes: housing, retail gallery, exhibitions program, workshop programs, Artist-in-Residence program, supervision of a contracted vendor for food services, all marketing and promotion efforts of the Craft Center as a whole, fundraising for student scholarships and the annual capital campaign, the Outreach program and Celebration event conducted in coordination with Friends of the Appalachian Center for Craft, and in addition provides administrative support to faculty and students, and works in conjunction with student government groups such as the Visual Artist Society and area craft organizations.



Goal 1 Housing

Define Goal

Improve infrastructure, cosmetics and amenities in the housing units for student use during the semester – as well as summer workshop participants. Pursue TBR approval to increase housing fees to be in sync with main campus.

Intended Outcomes / Objectives



Goal 2 Retail Gallery

Define Goal

Evolve on-hand inventory, seek profitability; expand revenue streams to include online sales.

Intended Outcomes / Objectives



Goal 3 Exhibitions Program

Define Goal

Proactively mount 15 exhibitions including juried shows and graduating BFA student



exhibitions.

Intended Outcomes / Objectives

Goal 4 Facilities

Define Goal

Conduct a comprehensive review of all facility needs for equipment and structures on the Craft Center campus in order to develop a long range master plan for maintenance, repair and/or replacement of operations and buildings, and produce a written report available for review by all parties involved in facilities planning and for reference underpinning the director's annual report.

Intended Outcomes / Objectives

Increase clarity of communication among responsible administrators, staff and faculty. Enhance short-term and long term budget planning and risk management.

Goal 5 Artist in Residence Program

Define Goal

Review existing AIR contracts and compensation components to ensure that the Craft Center program is in line with peer institutions.

Intended Outcomes / Objectives

Goal 6 Faculty and Studio Support

Define Goal

Ensure that Craft Center faculty have the administrative and facility support that is necessary for the successful conduct of the BFA program. Staffing – conduct searches and hire for vacant positions

Intended Outcomes / Objectives



Goal 7 Fundraising

Define Goal

Expand the scope of the Annual Bacchanal event and restart the annual campaign.

Intended Outcomes / Objectives

Goal 8 Summer Workshops

Define Goal

Increase attendance and participation for each area of the workshop schedule.

Intended Outcomes / Objectives

Assessment: Annual Report

Goal/ Outcome/ Objective: Goal 1

Type of Tool: Annual Unit Report

Rationale

Annual report on Craft Center administrative events and functions.

Annual Report

1. Summarizes all endeavors and aspects of the administrative responsibilities of the front office.
2. Identifies areas of concern as well as strengths and accomplishments.
3. Outlines a vision for all units to develop future goals and objectives.

Frequency of Assessment: Annually

Assessment: Cash Receipt

Goal/ Outcome/ Objective: Goal 7

Type of Tool: Tracking Spreadsheet

Rationale

Cash receipt. Daily cash reports are prepared by the Financial Analyst and reported to the Director. A bi-annual review of the profit/loss statement is conducted by the Director, the Financial Analyst and the Gallery Manager. Both consignments and retail gains are monitored weekly for an observable increase in the balances for all expenditure and revenue accounts.



Frequency of Assessment: Monthly

 **Assessment: Daily Cash Reports**

Goal/ Outcome/ Objective: Goal 2

Type of Tool: Tracking Spreadsheet

Rationale

Monitor daily cash reports and evaluate year-end assets based on consignment versus wholesale cost-to-profit ratios via the Financial Analyst bi-annual report.

Daily Cash Reports (DCR) by the gallery and the bi-annual Financial Analyst Fiscal Report.

1. DCRs provide both short and long term assessment for the financial functions of the retail gallery
2. DCRs track analysis of goods sold and informs the gallery purchasing agent with detailed guidance for future inventory decisions.

Frequency of Assessment: Daily

 **Assessment: Events Tracking and Visitor Comments**

Goal/ Outcome/ Objective: Goal 3

Type of Tool: Tracking Spreadsheet

Rationale

Communications and events tracking log and visitor comments sheets. Gallery attendance is recorded daily and monthly summaries are tabulated for the annual report.

Communications and Tracking Log.

1. Provides comprehensive information on Craft Center events, attendance at events and viewer satisfaction.
2. Success is defined by strong attendance at events and participation by the various audiences that the Craft Center serves.
3. Records of all event and activities are maintained in the administrative offices, and visitor comment sheets provide real time evaluation of participant success and satisfaction.

Frequency of Assessment: Daily and Monthly

 **Assessment: Exit Surveys**

Goal/ Outcome/ Objective: Goal 1



Type of Tool: Survey

Rationale

Conduct exit surveys of in residence students, and collect dedicated questionnaires of workshop guests during the summer programs. Questionnaires will be distributed to students at the end of each term, and to workshop participants following each session. Survey attached in appendix .

Exit Surveys on student expectations and end-point outcomes will be administered at the end of each academic year for housing. Dedicated questionnaires will be distributed to each workshop participant group at the end of either a weekend or weeklong workshop.

1. Experienced outcomes are expected to match or exceed initial predictions.
2. Expectations are 75 % of the students to be satisfied with their housing arrangements and amenities, and we expect 90% of workshop participants to be satisfied with the three components of their survey: housing, food services, and the workshop experience itself. Results will be distributed to the appropriate managers of the areas and the independent contractor for review.

Frequency of Assessment: Each Semester

 **Assessment: Focus Group Discussion**

Goal/ Outcome/ Objective: Goal 5

Type of Tool: Meeting Records

Rationale

Conduct focus group discussion with current and former AIR's and seek external evaluation by similar programs at other institutions. Focus groups are conducted on a semester-to-semester basis at the Craft Center Fall and Spring staff retreats.

Focus groups and regular meetings with both Faculty and Artist in Residence, between the Director and the Administrative Staff

1. Identify ways to add to the success of the AIR's abilities to contribute to the Craft Center in the various mediums.
2. Ensure that Faculty expectations are met or exceeded in the area of administrative support and services.
3. Provide an avenue to keep the Academic and AIR programs current and relevant in the fields of concentration within the studios.

Frequency of Assessment: Semester to Semester

 **Assessment: Maintenance Records and Schedule**

Goal/ Outcome/ Objective: Goal 4



Type of Tool: Meeting Records

Rationale

Maintenance records and schedule review. Records are reviewed monthly by the Facilities Manager and a comprehensive report is provided to the Director for inclusion in annual report.

Maintenance Records and Schedule Reports

1. Provide reports on work order needs and tool and equipment supplies and/or replacement and upgrades
2. The maintenance team works directly with outside vendors for a number of services and contracts to ensure an effective and well functioning infrastructure in all the buildings, classrooms and studios
3. Provides critical calculus to the overall Craft Center budget as this area is fund intensive.

Frequency of Assessment: Monthly



Assessment: Support ongoing clear communication

Goal/ Outcome/ Objective: Goal 6

Type of Tool: Survey

Rationale

Support ongoing clear communication between faculty and support staff to monitor and assess needs and schedule work.

Frequency of Assessment: Daily



Results: Annual Director's Report

Goal/Objective/Outcome Number: Goals 1-8

Results

Prior Annual Report for Fiscal 2014-2015 has been located and is now attached here. Fiscal 2016-2017 Annual reporting was begun by Interim Director Kim Winkle and is being updated by new Director (as of January 9, 2017) Debra Ruzinsky.

Attachments

 2014 Annual Report Report[1]


Results: Bi-monthly Meetings Between Faculty & Support Staff
Goal/Objective/Outcome Number: Goal 6
Results

Recommended bi-monthly meetings between the art department faculty members located at the Craft Center and the Craft Center staff did not occur. Two meetings including the Provost, the Senior Associate Provost, the Interim Dean of the College of Education, the Chairperson of the Art Department, the Director of the Craft Center, all art faculty members, selected Craft Center managers and other management staff took place in Sept. 2015, were conducted primarily to discuss issues including Craft Center program direction and operations, faculty and staff working relationships at the Craft Center and artist in residence concerns and supervision. Subsequently the Provost changed the reporting structure to have the director of the Craft Center report to the Dean of the College of Education effective 07/01/15. During May and June of 2015, subsequent to the announcement of the Craft Center director's departure effective 07/01/15, the Senior Associate Provost, the Interim Dean of the College of Education, the Chairperson of Art, the management staff at the Craft Center and the art faculty members at the Craft Center met to discuss reorganization of key staff positions at the Craft Center. The administrators, staff and faculty have agreed upon a plan implemented through the course of fall semester 2015.

With the hiring of the new Director in January 2017, The reporting structure was amended such that the Director of the Appalachian Center for Craft reports to both the Dean of the College of Education and to the Assistant Provost. Starting in Fall of 2017 there will be one more change, with the advent of the new College of Fine Arts. At that time the ACC Director will still report to two superiors. One remains the Assistant Provost, the other shifts from the Dean of the College of Education to the Dean of the College of Fine Arts.

Attachments

No items to display.


Results: Cash Receipts and Gallery Projections
Goal/Objective/Outcome Number: Goal 2
Results

Daily cash reports are prepared by the Financial Analyst and reported to the Director. A profit/loss statement is conducted by the Director, the Financial Analyst and the Gallery consignments and retail gains are monitored weekly for an observable increase in the b and revenue accounts.



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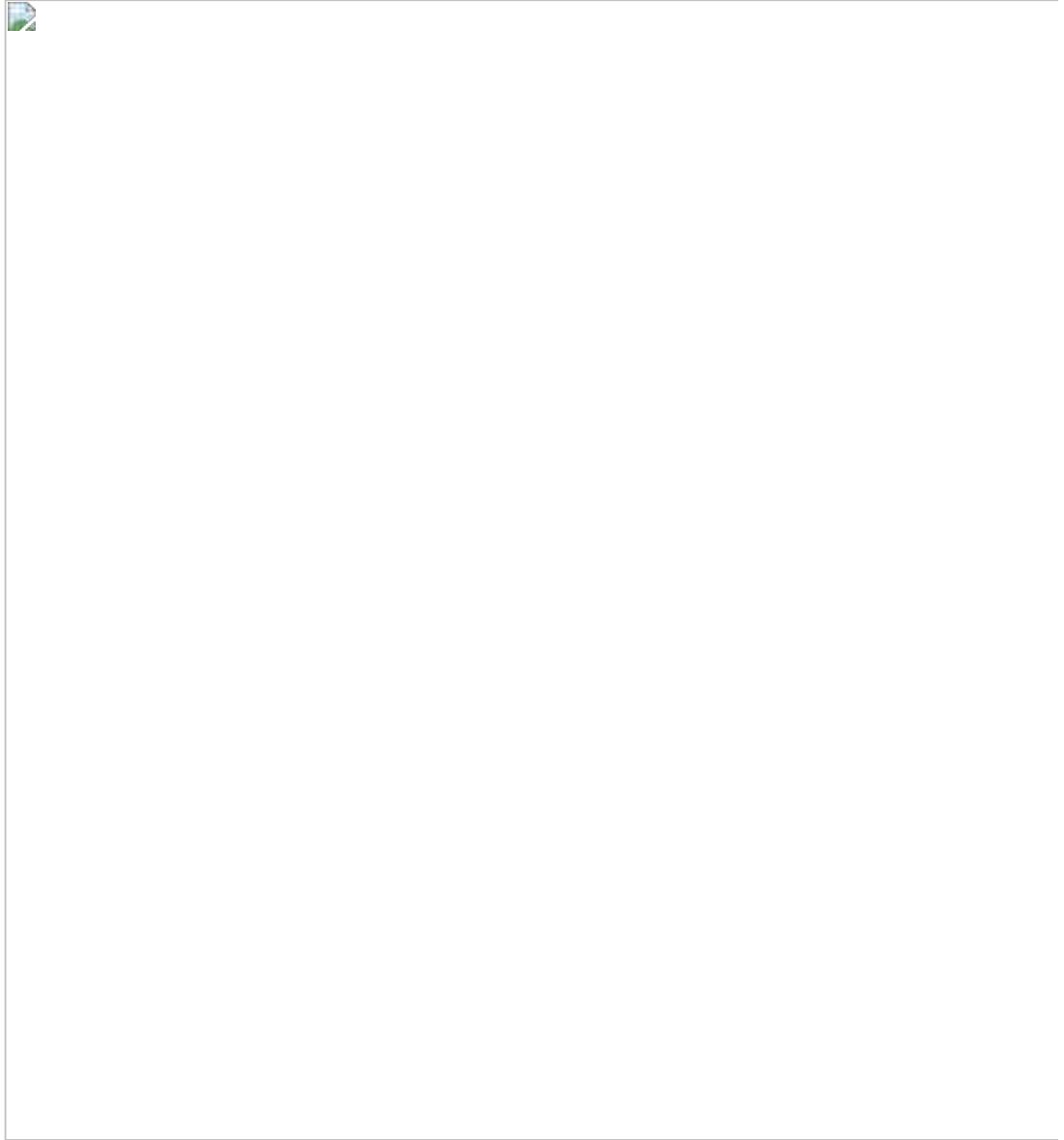




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Attachments

No items to display.



Results: Communications and Tracking Log & Visitor Comments Sheets

Goal/Objective/Outcome Number: Goal 3

Results

Gallery attendance is recorded daily and monthly summaries are tabulated for the annual report.



Tickets sold or earned through donations to the October 19th Bacchanal totaled 496. We had approximately 2,000 in attendance at the April 5, 2014 Celebration of Craft

Attachments

No items to display.



Results: Exit Surveys

Goal/Objective/Outcome Number: Goal 1 Housing; Goal 8 Summer Workshops

Results





Results for questionnaires distributed to students at the end of each academic semester

Results of questionnaires of workshop participants were performed following each sessi

The workshop summary is attached. Workshop evaluations had an 85.5% return rate ar 5.85 students per workshop so far this summer or a total of 117 participants.



Attachments

-  2013 Workshop Evaluation Survey Results
-  2014 Workshop Evaluation Survey Results
-  2015 Workshop Evaluation Survey Results
-  Workshop Evaluations 2016



Results: Focus Group Discussion With Current & Former AIR'S

Goal/Objective/Outcome Number: Goal 5

Results

Focus groups are conducted on a semester-to-semester basis at the Craft Center Fall and Spring staff retreats.

The Focus Group Discussions did not occur on a consistent basis, therefore data is unavailable. Due to leadership changes, this assessment will be revised for the upcoming year.



The chairperson of the art department conducted exit interviews with the artists in residence who were departing in the summer of 2014 regarding their perceptions of the strengths and weaknesses of the artist in residence experience. The consistent concern was about the misperception by students of the artist in residence role, too much as a studio manager and assistant, as opposed to a mentor and career development example, as well as instructional support functions. The chair addressed this concern to the art faculty at the Craft Center, in their roles as supervisors of the artists in residence.

Attachments

No items to display.



Results: Maintenance Records & Schedule Review

Goal/Objective/Outcome Number: Goal 4

Results

Records are reviewed monthly by the Facilities Manager. Major projects such as the completed replacement of the wastewater treatment plant are part of the project planning process of the University and the Tennessee Board of Regents. Internally funded projects such as porch replacement project in housing is included in the annual budget proposal and approved by University and Tennessee Board of Regents authorities. Repair and replacement of studio equipment is coordinated with the art department chairperson and approved by the Dean of the College of Education and the Provost's Office. A planning schedule for art department repair and replacement, including Craft Center studio, is attached as "Art Department R&R. A comprehensive plan projecting all levels of facilities planning for the Craft Center, intended for inclusion in the annual director's report is in development now that a new Director is in place.

Attachments

No items to display.

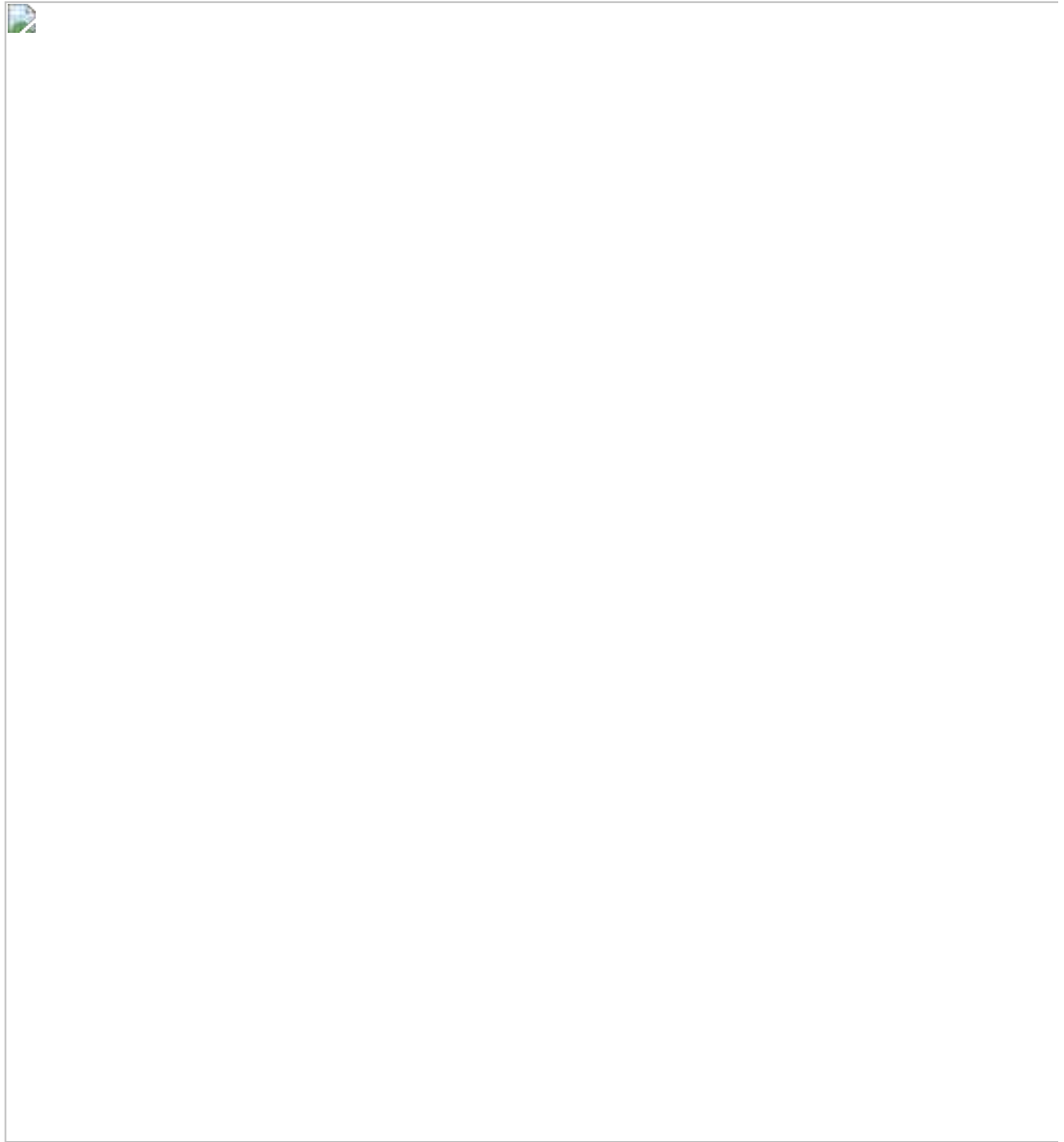


Results: Monitor Daily Cash Reports

Goal/Objective/Outcome Number: Goal 2

Results

Monitor daily cash reports and evaluate year-end assets based on consignment versus ratios via the Financial Analyst bi-annual report.



Attachments

No items to display.



Modifications and Continuing Improvement

Goal/Objective/Outcome Number: Evaluate, Identify and implement systems for tracking recruitment efforts

Program Changes and Actions due to Results

Currently in an evaluation phase, looking to identify best practices



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Link to Assessment

Link to Flight Plan: