

## **Index for Section III: Evaluation, Planning, and Projections**

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## SECTION III. A. Art/Design Unit

### 1. Describe how the art/design unit evaluates, plans, and makes projections

With the arrival of Chancellor Grossman in the summer of 2012 strategic planning discussions were initiated. The Strategic Planning Committee (SPC) was formed by gathering together representative students, faculty, administrators, and members of the community in the summer of 2013. Through a process involving SWOT analysis, breakout groups, and group discussions, the SPC created drafts of the new Mission, Vision, and Values of the University as the foundation of the process:

**UMASSDTRANSFORM2020** is a comprehensive strategic plan with defined measurable goals and initiatives that will serve as a catalyst for the future of the University. The revised Mission, Vision, Values and themes have set the foundation for the future. **UMASSDTRANSFORM2020** clearly identifies and prioritizes the University's goals, including academic innovation, infrastructure, financial sustainability, online education and branding, marketing, and identity. It also includes reports from each of the Colleges and Schools, as well as from the Fostering Entrepreneurship and K-12 Education Task Forces. Financial planning was completed by Senior Leadership and took place at the close of the strategic planning process. ([Section V, Appendix 12, UMassD Strategic Plan](#))

As part of the collaborative process CVPA engaged SWOT analysis at the department and program levels. The faculty met together to share the results and develop a combined SWOT analysis for the College. After additional discussions at the department and college levels throughout the 2013-2014 academic year, the resultant mission and vision statements were prepared for the College:

#### CVPA MISSION STATEMENT:

The College of Visual and Performing Arts is a comprehensive arts college that uses technology, traditional and contemporary methods, to promote an innovative, multidisciplinary curriculum that prepares students for diverse careers in an increasingly global society.

#### CVPA VISION STATEMENT:

The College of Visual and Performing Arts will be recognized regionally and ranked nationally as a premier educational environment with world-class faculty focused on skills-based learning, creative critical thinking, and research in all areas of study.

### 2. Evaluate on a fundamental level the extent to which:

#### a. The purposes, size, scope, programs, resources, policies, etc., have a logical, functioning, and productive relationship

The overall work of the art and design units in the College with regard to evaluation, planning, and projections, function well. Despite recent budgetary setbacks the College has maintained its integrity and status at the University while supporting progress-toward-degree for students at the graduate and undergraduate levels. Recent planning efforts highlighted in Section III/C below have resulted in positive strategies to address program offerings, enrollment growth and retention, faculty recruitment and retention, advances in technology, and engagement.

#### b. Evaluation, planning, and projection efforts

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### Evaluation

On an annual basis faculty reevaluate programs and curricula with a focus on the needs of students as they progress toward degree. Regular contact with our recent graduates as well as alumni provides additional external input and review. The systematic evaluation of student learning and program effectiveness has become a significant part of the planning and evaluation process. The student assessment process has taken a variety of forms over the years, with the latest being the articulation of specific expected competencies that assess student-learning outcomes that address both NEASC and NASAD criteria. The results of these outcomes and evaluations are embedded in curricular improvements. ([Section V, Appendix I3, Assessment](#))

### Planning

The potential for changing missions, goals, and objectives is often instigated by issues of funding, program capacity, and staffing. With intermittent faculty retirements, programmatic evolutions within the departments will occur as traditional practice engages new approaches. Technology in particular has made a significant impact upon program planning strategies, with a renewed emphasis on innovation and collaboration across the University and within the College. ([Section V, Appendix 14: CVPA Strategic Plan](#))

### Projections

Projections appear to suggest that the next few years will present increasingly complex challenges for public higher education in general, and for the University in particular. Resource allocations are being reconsidered across the campus. Recent budget cuts to operating and temporary personnel funds have ranged from 10 to 25% annually over the past few years. Though CVPA is fortunate to have well-equipped facilities and dedicated personnel, departments will need to work together to share limited resources through collaborative planning. Additional tactics and metrics are listed in below in Section III/C.

## SECTION III. B. Students

**Describe means for using various evaluations of student achievement presented in items A. and B. of the *Instructional Programs Portfolio* (Section II) and applicable sections of the *Management Documents Portfolio* (Section IV) in the course of art/design unit and program improvement.**

Assessment of student learning is critical to improving our programs. Each department and program has developed appropriate assessment measures. Department Chairs and Program Directors meet bi-weekly as a Council or individually with the Dean. This regular communication loop ensures faculty are engaged in annual assessment measures and outcomes. All assessment programs are processed through the University Office of Assessment. ([Section V, Appendix I3: Assessment](#))

This past year, a team comprised of CVPA department chairs and faculty representing the six departments in addition to Studio Art Foundations, reviewed learning objectives and developed Learning Assessment plans for compliance with NEASC and NASAD. Team members included: Dr. Kathy Miraglia, chair, Art Education; Thomas Stubblefield, faculty, Art History; Charlotte Hamlin, faculty, Artisanry; Anthony Fisher, faculty, Fine Arts; Laura Franz, faculty, Design; Megan Abajian, Director, Studio Art Foundations. The team was led by former Assistant Dean Heather Bentz.

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The UMD Director of Learning Assessment guided and helped the team navigate the process of evaluating each department's learning objectives, assessment plans and curriculum mapping. Additionally, external consultant Linda Suskie provided expertise and feedback to each department's plan. The process was valuable, both in what was achieved and also in what was revealed in work that still needs to be done. It affirmed that CVPA is doing good work, has systems in place, and perhaps just suffers from fear of the word, or implication of the word, "assessment." The faculty who worked on the plans were energized by tangible objectives, goals and actions, and now better understand the purpose and importance of assessment. Team members were on task to complete their plans within a strict timeframe and were champions at sharing their progress with their respective departments, gathering information or soliciting feedback.

One of the unforeseen benefits that arose among the team was the cross-disciplinary conversation that occurred. There was inquiry, collaboration and consensus. As a result, the team drafted CVPA College Level Learning Objectives (CLLO), three common learning objectives suitable for all CVPA departments. The CLLO was shared more broadly with the entire faculty at the department level in Fall 2014 with the goal of adopting them to serve as the objectives of the College.

By involving faculty, and the conversations they generated, assessment moved from department chore to an engaged, useful process. This is a timely opportunity for more cross-disciplinary thinking (thinking as a college as opposed to thinking in department silos). Faculty will further explore ideas to make the College relevant to 21<sup>st</sup> century teaching and learning and decide when it makes sense to be discipline-specific and when to work across media. The collection of artifacts, and how the College plans to document artifacts in the long term for assessment purposes, still needs to be addressed and determined. These areas overlay the entire process of teaching and learning, and contribute to the levels of student achievement that are evaluated both internally (through coursework, acceptance to student exhibitions, etc.) and externally (through acceptance to exhibitions, public viewings, publications, etc.).

### **SECTION III. C. Projected Improvements and Changes**

**Indicate areas for improvement and/or plans for change in one or more of the following categories. Respond only in the categories where improvements and changes are being considered, planned, or are in the process of completion. Please combine categories or create new ones as appropriate to the nature of the information you are providing.**

With the development of revised mission and vision statements, the College collectively developed goals, objectives, and strategies that reflect the five overarching Strategic Priorities and Goals of the University as articulated in *UMASSDTRANSFORM2020* (Section III. A/1; Section V, Appendix 12). These goals, objectives and strategies collectively address the review criteria to varying degrees:

***GOAL 1: CVPA is recognized for its excellent undergraduate education in the arts that integrates innovative teaching strategies with traditional methods.***

Objective 1) Prepare students to utilize contemporary technology and traditional practices in order to utilize 21<sup>st</sup> Century skills:

- Provide students with necessary skills including writing, research and oral presentation while remaining up-to-date with emerging technologies
- Provide in-depth instruction in traditional media, techniques and processes

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- Develop new areas of study in fields CVPA can gain national recognition
- Work with Financial Aid to provide logistical support to new and returning students
- Increase professional placement rates in chosen fields for graduates
- Ensure that students graduate with a specialized area of study that prepares them to meet professional expectations

Objective 2) Provide a personalized arts education that includes active participation in professional organizations and community-based projects:

- Achieve program prominence across the college
- Promote the regional culture and creative economy
- Encourage civic responsibility among student body
- Participate actively in professional organizations
- Develop internship programs in all departments and integrate into the curriculum

Objective 3) Foster intra-disciplinary collaboration and increase inter-disciplinary teaching and learning:

- Develop interdisciplinary courses
- Enhance blended learning by increasing the number of online and flipped classrooms
- Encourage cross-listings among departments and colleges, ensuring that cross-listed courses acknowledge the contributing CVPA department on official student transcripts
- Link undergraduate and graduate curricula
- Encourage collaborative, active learning through engagement with the faculty and their research
- Provide a wide selection of course offerings focused on skills-based learning, creative critical thinking, and research

### ***GOAL 2: CVPA is recognized for an innovative graduate education in the arts that prepares students for successful professional practice.***

Objective 1) Ensure graduate degree recipients become active participants in a global arts community:

- Broaden interdisciplinary learning
- Integrate faculty research and innovation into the graduate curriculum
- Recruit beyond the region, internationally and nationally
- Increase awareness of program/achieve program prominence nationally

Objective 2) Recruit, retain and prepare qualified students to compete successfully in diverse careers:

- Develop new areas of graduate study to meet emerging demand
- Maximize Star Store facilities to support all MFA areas study while providing studio access for MAE students
- Promote greater interaction with undergraduate students

Objective 3) Enhance student opportunities for interdisciplinary learning, collaborative research projects, and interaction with visiting scholars from the humanities and the arts:

### ***GOAL 3: CVPA is acknowledged as a vibrant arts community of innovative learners, scholars and performers.***

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Objective 1) Recognize, support, and promote research, scholarship and innovation in the visual and performing arts:

- Increase collaboration with other institutions
- Collaborate in research efforts with colleagues on and off campus
- Increase faculty scholarship through financial and/or grant development support systems
- Integrate faculty research into the curriculum
- Develop a Center for the Arts and Humanities
- Establish a university-wide lecture series
- Connect CVPA to the wider on-campus academic community

Objective 2) Offer innovative curricula that incorporate faculty advances in research, scholarship, and practice:

- Encourage research and innovation with increased funding for faculty and students
- Seek cross-campus seed funding
- Develop *IDEAStudio East* in the Star Store to partner with main campus *IDEAStudio* as an experiential construction workshop for technological innovation
- Increase visiting scholars, designers, performers and artists
- Increase opportunities for art and music teachers to develop visual, verbal, semiotic, and data literacies

Objective 3) Attain faculty and student recognition through external validation:

- Support ongoing faculty research and scholarship with internal and external funding
- Maintain professional accreditation with the National Association of Schools of Art and Design (NASAD), and seek similar accreditation for Music (NASM)
- Establish Research Fellowship or Residency that draws emerging artists, designers, scholars and performers, promoting ongoing contributions to research and scholarship in focused areas where CVPA can gain recognition
- Create reciprocal programs with other institutions in the US and internationally
- Emphasize research, consulting, and public service with increased dissemination of research

***GOAL 4: CVPA faculty and students are acknowledged for community engagement through teaching, learning, scholarship and creative research that is global.***

Objective 1) Promote cultural activities with a global context:

- Promote inter-disciplinary collaboration with advances in the integration of new technologies into the curriculum (Star Store and IDEAStudio, internships) with the UMass campuses and institutions such as Brown, MIT, Harvard, Northeastern, BU, and Woods Hole among others
- Engage alumni as active sources for internships, partnerships, and external funding opportunities
- Maintain more aggressive alumni tracking, partnering, outreach, and engagement
- Support international student and faculty exchanges while searching for global partners
- Foster partnerships with local and regional and international arts organizations, museums and archives
- Support faculty-led study abroad programs with student grants and aid

Objective 2) Collaborate, support, and promote cultural partnerships, community, and civic engagement:

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- Sustain specific linkages with the City of New Bedford through educational and municipal collaborations
- Increase collaboration with the UMass campuses and other institutions in the region
- Increase visiting scholars, designers, performers and artists
- Tie Service Learning closely to the curriculum
- Maintain regular contact with alumni to build an engaged alumni network

***GOAL 5: The CVPA student experience prepares global citizens through immersion in cultural history, performance, and studio practice that celebrates diversity and the importance of mutual respect and understanding.***

Objective 1) Foster an intellectual and creative environment for students with an engaged community of intellectual and creative artists, scholars, and performers:

- Promote collaborative/collegial relations among CVPA students through ongoing intra-disciplinary research and emerging public prominence
- Revitalize national and global identity of the College through exhibitions, performances, assistantships, residencies, employment opportunities, and higher entrance requirements
- Promote the regional culture and creative economy
- Encourage civic responsibility among student body
- Develop international student exchanges
- Support up-to-date technology and computer skills
- Expand coursework into extracurricular activities such as field trips, film nights, museum visits, and guest speakers
- Use technology (Skype) in order to connect to the broader artistic community
- Provide outside links through social gatherings
- Encourage integration of first-year students and transfers with student organizations and clubs

Objective 2) Encourage greater involvement with the University Honors Program and the Office of Undergraduate Research:

- Foster an Honors Student Community in CVPA across all departments and levels
- Increase the number of proposals for Honors and Undergraduate Research Grants
- Seek recognition through membership in arts honorary organizations

**Metrics have been developed to measure and assess these strategic goals, redistributed here following the Section I operational categories where appropriate:**

### **1. Purposes, including levels of artistic, educational, and scholarly aspiration**

- Measure student skill and knowledge attainment through achievements
- Measure student satisfaction with extracurricular activities and support services
- Assess student participation in the University Honors program
- Report on success of collaboration and interdisciplinary curricula

### **2. Size and scope – Seek capacity in select programs**

### **3. Governance and administration – New Faculty Senate Constitution in effect ([www.umassd.edu/media/umassdartmouth/provost/faculty\\_senate.pdf](http://www.umassd.edu/media/umassdartmouth/provost/faculty_senate.pdf))**

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4. **Faculty and staff** – Sustain recent additions; look to retirements for new lines that bring new lines of inquiry and research to the College
  - Document external faculty and student success in scholarship and research
  - Assess contributions of research and scholarship through innovative curricula
  - Measure impact of additional support for collaboration
  - Assess involvement of faculty to foster cultural partnerships
5. **Facilities, equipment, health, and safety:** **Section I/F; Section V. Appendices 7, 8, 9**
6. **Library and learning resources:** **Section I/G**
7. **Recruitment procedures, admission-retention, record keeping, and advisement** – Enhance external recruitment of new students and transfers; develop 90-credit audit to help track student success into senior year
8. **Published materials and Web sites** – Maintain active Social Media presence
9. **Community involvement**
  - Number of students/hours involved in service-learning or community service
  - Document student engagement in community-based projects
  - Document partnerships, collaborations and engagement activities
  - Report on alumni network developments
  - Document student participation within the arts community
10. **Articulation with other schools** - Complete articulation agreements with regional community colleges in Massachusetts and Rhode Island (**Section V, Appendix I0**)
11. **Evaluation, planning, and projections** – Review and assess metrics annually. (**Section III/C**)
12. **Any current curricular issues not addressed in item II.B. of the Instructional Programs Portfolio**
  - Document student involvement in professional organizations
  - Document improvements in student development
13. **Levels of admission, retention, and/or graduation requirements** – increase new student and transfer applicant pool
  - Assess higher entrance requirements
  - Assess recruitment via comprehensive marketing plan
  - Measure success of recent alumni in their respective professions
  - Assess student advancement toward degree
  - Assess higher entrance requirements
14. **Plans for expanding or ending curricular offerings (with timetables if applicable)** – Review sustainable programs in light of technological expectations
  - Create an artist/scholar-in-residence program
  - Fund a nationally recognized Visiting Artist/Performer/Scholar lecture series



**15. Other issues important to the art/design unit** – Continue to foster and promote brand identity that is known regionally and recognized nationally

### SECTION III. D. Futures Issues

**Describe the most significant opportunities and challenges the art/design unit expects in the next five to ten years. Evaluate the unit's readiness to work productively with these opportunities and challenges.**

#### **Enrollment Growth**

*Recruitment of new undergraduate students and transfers; sustain graduate enrollments*

As the projected number of graduates from high schools in Massachusetts and the Northeast region continues to decline in the coming years, the Office of Admissions and the College are keenly aware that fewer prospective students live in the traditional recruitment areas of UMass Dartmouth. The pressing need is to attract and recruit students from a wider geographic base by concentrating resources in areas that are most likely to yield quality prospective students. To this end the College has employed recent alumni part-time to serve as remote recruiters who can visit high school art classes to promote our programming by highlighting their own personal experiences. As a continuing member of the National Portfolio Day Association, the College has worked in recent years to extend participation beyond the region, currently Boston, Hartford (CT) and New York City, to include Philadelphia and Baltimore. Future sites may include Atlanta. The goal is to attract a greater number of qualified students who see UMass Dartmouth as a top choice for enrollment, and have a higher probability of staying at the institution to complete their studies.

Scholarships are recognized as key to both student recruitment and to retention. During the review period the College has worked diligently to improve access to available scholarships and awards while raising additional funds development efforts with the Office of Advancement. During the review period two six-figure endowments were established, one targeting rising sophomores in art and design (two awards), the other available for eligible students who are residents of the region. Smaller awards have also been established, increasing the overall annual outlay from just over \$20,000 in 2008 to approximately \$30,000 in 2014.

Articulation agreements with regional community colleges have been revised or created in order to foster a more efficient pathway for students interested in baccalaureate study. These now include Bristol Community College (BCC); Cape Cod Community College (CCCC); Massasoit Community College (MCC); North Shore Community College (NSCC); and the Community College of Rhode Island (CCRI). Visitations and portfolio reviews are scheduled on demand at each site in order to foster greater awareness of the program offerings in the College.

At the graduate level recruitment continues beyond the immediate geographic reach of the University. Where undergraduate enrollment tends to be more regional, graduate enrollment relies more heavily on the national and international presence of the institution. Stronger connections with feeder schools in the US and abroad, based in part upon the reputation of the faculty, need to be strengthened as we compete for a diminishing pool of qualified candidates.

#### **Budget**

*Sufficient funding support to maintain facilities and equipment while supporting new initiatives that address enrollment growth*

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In public higher education state budgetary allocations have been declining while limits on tuition and fees have been set in place by the State legislature. This short-term approach, however, is not designed to keep pace with the cost of inflation or increases in the costs of goods and services. Visual arts units are wholly dependent upon support to support the curricular mission of the College. Together with Enrollment Management CVPA is exploring means to attract and retain more students, particularly those from out of state and abroad. Departments are closely examining enrollments in the major and University Studies courses, curricula, and staffing in order to best align resources with student needs. As noted previously, CVPA has progressively expanded its geographic range of recruitment outside New England with additional portfolio reviews in New York City (2) and Philadelphia complementing those in Boston and Hartford, CT. In 2014, the Mid-Atlantic region (Baltimore) was added to extend the CVPA/UMD brand further south.

### Programmatic Sustainability

*Right-size the College; revision of course offerings and programs with an eye toward technological advances that impact professional expectations in the respective fields*

Recent planning college-wide has made innovation and collaboration central to the vision of the College. As outlined earlier in this section the five goals of the College seek to address undergraduate education, graduate education, innovation, community engagement, and the student experience as we move forward into the 21<sup>st</sup> Century. ([Section III/C](#), [Section V. 14](#))