STUDENT LEARNING DATA

OVERVIEW

For 19/20 the department has focused on two key outcomes to highlight essential learning in professional practice: a portfolio of work and an artist lecture/public presentation. The process of designing, building, and formatting a portfolio of one's work starts in the 2nd year and continues until a student's final semester. Evidence suggests that faculty are appropriately supporting student ideation and contextualization of their studio work in the 2nd year in a way that prepares them for success in their 4th year. Due to COVID-19, this year's artist talks were virtual slide presentations instead of in-person presentations in the gallery. This format demonstrated an increase in students' organization of their ideas and concepts, a more succinct flow between one idea and the next, and a greater sense of confidence in their verbal delivery. Due to its success we will continue this format in the future whether our instruction is in-person or remote. This format also mirrors the preferred delivery method of artists who participate in our Visiting Artist Program (VAP). Students are regularly exposed to 4-5 visiting artist lectures per semester every year during their time at Cornish.

CLOSING EQUITY GAPS

Having identified specific equity gaps in relation to the Student Accommodations process, we engaged support from the Dean of Student Life and numerous Student Success Coaches to increase faculty and instructor understanding of the letter of accommodation process. Opportunities for faculty learning in relation to best practices for both the use and limitations of the Student Accommodations Policy within the classroom or studio were provided. Faculty were further instructed on the effective use and best practices (early intervention) associated with the Academic Concerns Report (ACR). We had an increased number of ACRs submitted from the fall to the spring semester. These reports were filed earlier and more often in the semester than the previous year. We will continue to track the extent to which better reporting mechanisms and earlier interventions help to redress equity gaps in the department.

CONTINUOUS PROGRAM IMPROVEMENT

This next year, the Art Department will increase its efforts to organize and implement evidence-based assessment tools at the beginning of the semester in order to target specific areas of interest or concern within the curriculum. The goal is to reduce the burden of data collection at high workload points for faculty, the department coordinator, and the department chair. We will also revisit and revise the language of all assessment tools to reflect feedback garnered from faculty this year. Efforts are beginning to employ clear and targeted student surveys in order to draw more informed and nuanced conclusions from direct and indirect data sources. We hope to embed these assessment tools within our existing Learning Management System to reduce the unnecessary workload of faculty and invite a more transparent process for assessment of learning from a student perspective. The implementing of a regular schedule of grade norming sessions within scheduled department meetings will also be beneficial to further faculty development on evidence-based learning. Finally, we will investigate how to effectively implement anti-racism practices in all aspects of our curriculum.

HIGH IMPACT TEACHING AND LEARNING ACTIVITIES

Our Visiting Artist Program contributes towards college-wide initiatives in relation to inclusion and diversity by bringing together a wide-range of artists from local, regional, national and international communities. All students in the Art program regularly access these presentations about the work and ideas that make these guests exemplary professionals in the field. Through the Visiting Artist Program we highlight the work of underrepresented communities, including BIPOC and LGBTQ voices. Our aim is to also represent a myriad representation of work across subject matter, topics, and disciplines within the visual arts. Over the course of a four year time-frame, students will be exposed to 32-40 guest lecturers. This co-curricular experience parallels the professional development for students in their professional portfolio as well as their own art lecture presentation before their graduation. Through their public artist lecture, students clearly communicate the complex ideas in their work verbally, visually and in writing. Upper-division students also get access to one-on-one consultations with our guests to discuss their own work, develop professional relationships, and expand the mentorship opportunities they receive at Cornish from outside voices.