

**Central Washington University  
Assessment of Student Learning  
Department and Program Report**

Please enter the appropriate information concerning your student learning assessment activities for this year.

Academic Year of Report: \_\_\_\_\_2010-11\_\_\_\_\_ College: \_\_\_\_\_CAH\_\_\_\_\_

Department \_\_\_\_\_ART\_\_\_\_\_ Program: \_\_\_\_\_BA, BFA\_\_\_\_\_

### **1. What student learning outcomes were assessed this year, and why?**

The Department of Art has four undergraduate degree programs, the BA Art, BA Visual Art Teaching, BFA Studio Art and BFA Graphic Design.

The department assessed the student learning outcome common to all four programs.

“Students will produce a packet that includes a resume, artist statement and professional documentation of their work” (for studio art BFA and BA students)

“Students will demonstrate knowledge of applying for a job” (for BA Visual Art Teaching students)

“Students will be able to assemble a professional portfolio to show prospective employers” (for BFA Graphic Design students)

These learning outcomes were assessed because they are related directly to the Department’s goals:

“To prepare students for significant roles in society as professional practitioners of visual arts, art educators and designers of visual art and associated media.”

& “To provide our students the opportunity to pursue graduate study in visual art on a n equal footing with students who graduate from other art departments in the state and region.”

These learning outcomes are also related to the College of Arts & Humanities goal:

“Ensure students’ develop disciplinary specific competencies for success in their field.”

And the University’s goal:

“Maintain and strengthen an outstanding academic and student life on the Ellensburg campus.”

There was no assessment of the Department’s graduate programs because there were no degrees awarded during the 2010/11 academic year.

### **2. How were they assessed?**

#### **A) What methods were used?**

All students enrolled in ART 495 the department’s capstone course specific to the three disciplines, Studio, Graphic Design and Visual Art Teaching took exit surveys. The other method of assessment is in the form of the final grade for these students in the ART 495 course. The grade basis used for this course is satisfactory/unsatisfactory. A grade of satisfactory indicates the student has successfully completed the course objectives.

#### **B) Who was assessed?**

All students enrolled as Bachelor of Fine Arts or Bachelor of Arts majors within the Department of Art.

#### **C) When was it assessed?**

Students enrolled under the Bachelor of Fine Arts and Bachelor of Arts programs with studio concentrations are assessed fall, winter, and spring quarters (depending on which quarter coincides with their projected date of graduation).

Students enrolled as Bachelor of Fine Arts with Graphic Design as their specialization are assessed spring quarter in preparation for their required program internship.

Students enrolled as Bachelor of Arts, Visual Arts Teaching majors are generally assessed winter quarter.

### **3. What was learned?**

All students enrolled in all sections of ART495 successfully completed their required course objectives.

The exit surveys need to be revised to better reflect questions related to each individual program.

The surveys need to be organized in a way that data can be better collected for evaluation.

The data collected suggests a wide variety of important topics for continued faculty discussion and action.

### **4. What will the department or program do as a result of that information?**

The department faculty rewrote and reorganized the survey at the end of the Spring 2011 quarter. These new exit surveys will be administered to students enrolled in ART 495 during the current academic year.

The department will meet this year to discuss changes in the program based on the results of the exit survey.

The department will follow through with a plan to better collect data as needed for other student learning outcomes as outlined in the department's new Student Learning Outcome Assessment Plan that was developed during the Spring 2011 quarter.

### **5. What did the department or program do in response to last year's assessment information?**

There was no assessment of Student Learning Outcomes report generated last year.

### **6. Questions or suggestions concerning Assessment of Student Learning at Central Washington University: None.**

Department of Art  
Assessment Results  
Bachelor of Art  
2010-2011

Assessment results drawn from three responses	<b>1 = lowest 5 = highest</b>
<b>Question</b>	<b>Average Response</b>
<b>Q2: What is your opinion of the quality of instruction you received at CWU?</b>	
Q2.1: Overall quality of the Department of Art	4.6
Q2.2: Quality of your specific focus of studies in the art department	4.6
Q2.3: Quality of your overall experiences in other studio areas of CWU's Department of Art	4.3
<b>Q3: What is your opinion of the quality of instruction you received in the follow areas?</b>	
Q3.1: Foundations	4.5
Q3.2: Major Studio Area	4.3
Q3.3: Minor Studio Area	4
Q3.4: Critical Analysis	n/a
Q3.5: Art Education	n/a
Q3.6: Art History	4.3
<b>Q4: How important were the following in your decision to attend CWU?</b>	
Q4.1: Location	4.3
Q4.2: Size	4
Q4.3: Cost of tuition	4
Q4.4: Recommendations of a teacher	2
Q4.5: Recommendations of someone in the art/design field	1.6
Q4.6: Scholarship/Assistantship	3
Q4.7: Quality of education	3.6
Q4.8: Reputation of the Department of Art	2
Q4.9: Presence of a particular faculty member	1.6
Q4.91: Campus visit experience	4
<b>Q5: Given your major or professional emphasis, do you feel you had adequate opportunities to work in the following situations while at CWU?</b>	<b>Yes or No ? Results=Majority</b>
Q5.1: Independent studio work in your major	Yes
Q5.2: Collaborative projects	No
Q5.3: Participation in exhibitions	Inconclusive
Q5.4: Internships/ Cooperative employment	Inconclusive
Q5.5: Student teaching	n/a
<b>Q6: How did the following aspects of your education influence your development as an artist?</b>	
Q6.1: Internships/Cooperative employment	1
Q6.2: Student teaching	n/a

Department of Art  
 Assessment Results  
 Bachelor of Art  
 2010-2011

Q6.3: In-class projects and studio work	5
Q6.4: Collaborative projects	2
Q6.5: Participation in exhibitions	1
Q6.6: Advice from a faculty member	3

**Q7: How important should each of the following areas be in preparing graduates in art/design?**

Rank from 1 to 4, with 1 being the most important

					1	2	3	4	
<b>Employment/Job Skills</b>						//			
<b>Ability to use technology appropriate to your area</b>					//				
<b>Factual and conceptual knowledge in major area</b>							//		
<b>Critical thinking and problem-solving skills</b>								//	

**Q8: Do you have any comments regarding technology and its effect on art/design and career opportunities for our graduates?**

- The computers in the Mac lab in Randall are very useful and the programs are up to date. There could be a better color printer!
- No
- Require students to take more computer art classes in place of 2D or 3D design classes.

**Q9: Would you recommend CWU's Department of Art to someone considering studying art/design?**

- Yes: I enjoyed my time with the Art Department. I learned a lot from my Art professors/instructors.
- No: I would tell them it has to be something they were super passionate about and really understand what classes are needed.
- Yes: I learned a great deal about myself as an artist and the faculty has a great impact in that.

**Q10: As a former art/design student, what advice would you share with present art/design students?**

- Just make sure not to wait until last minute to do your work.
- To know the requirements.

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- The amount of time put into your work shows through your work.

**Q11: List any courses you were REQUIRED to take that you think should not be required for your major?**

- 2D & 3D design in separate quarters; I suggest combining both classes together in one course.
- I thought all classes were worthwhile. I wish there were more variety w/ faculty teaching 100+ 200 level classes (art history, etc)
- I think they were all needed.

**Q12: Describe any courses or requirements you think should be added for students in your major.**

- I think there should be exhibition classes. There should be more emphasis on showing work not only in Ellensburg but in other areas. Maybe work with other universities.
- None
- More computer art design

**Q13: Do you have any other comments or suggestions regarding the Department of Art at CWU?**

- No responses

Department of Art  
Assessment Results  
Bachelor of Fine Art  
2010-2011

Assessment results drawn from seven responses	1 = lowest 5 = highest
Question	Average Response
<b>Q2: What is your opinion of the quality of instruction you received at CWU?</b>	
Q2.1: Overall quality of the Department of Art	4.14
Q2.2: Quality of your specific focus of studies in the art department	4.42
Q2.3: Quality of your overall experiences in other studio areas of CWU's Department of Art	4.28
<b>Q3: What is your opinion of the quality of instruction you received in the follow areas?</b>	
Q3.1: Foundations	3.6
Q3.2: Major Studio Area	4.71
Q3.3: Minor Studio Area	4
Q3.4: Critical Analysis	4
Q3.5: Art Education	5
Q3.6: Art History	4.71
<b>Q4: How important were the following in your decision to attend CWU?</b>	
Q4.1: Location	4
Q4.2: Size	3.42
Q4.3: Cost of tuition	4.28
Q4.4: Recommendations of a teacher	2.57
Q4.5: Recommendations of someone in the art/design field	2.71
Q4.6: Scholarship/Assistantship	3.14
Q4.7: Quality of education	4.0
Q4.8: Reputation of the Department of Art	4.14
Q4.9: Presence of a particular faculty member	3.0
Q4.91: Campus visit experience	3.57
<b>Q5: Given your major or professional emphasis, do you feel you had adequate opportunities to work in the following situations while at CWU?</b>	<b>Yes or No ? Results=Majority</b>
Q5.1: Independent studio work in your major	Yes
Q5.2: Collaborative projects	No
Q5.3: Participation in enhibitions	No
Q5.4: Internships/ Cooperative employment	No
Q5.5: Student teaching	No
<b>Q6: How did the following aspects of your education influence your development as an artist?</b>	
Q6.1: Internships/Cooperative employment	1
Q6.2: Student teaching	1

Department of Art  
Assessment Results  
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Q6.3: In-class projects and studio work	4.71
Q6.4: Collaborative projects	2.8
Q6.5: Participation in exhibitions	4.0
Q6.6: Advice from a faculty member	4.71

**Q7: How important should each of the following areas be in preparing graduates in art/design?**

Rank from 1 to 4, with 1 being the most important

					1	2	3	4	
<b>Employment/Job Skills</b>					/	//	//		
<b>Ability to use technology appropriate to your area</b>						//	/	/	
<b>Factual and conceptual knowledge in major area</b>					/		/	//	
<b>Critical thinking and problem-solving skills</b>					//		/	/	

**Q8: Do you have any comments regarding technology and its effect on art/design and career opportunities for our graduates?**

- The computers in the art lab were very important towards my ability to complete projects.
- Need to offer design program basics for all specializations.
- Technology is constantly advancing and changing. I think it's important that students have the opportunity to learn and access new technology for their future careers.
- I believe the availability of classes & times/quarters specific classes are available could be improved. There were several classes I would have liked to have taken but availability of some classes or pre-requisite classes for more advanced classes weren't available.
- The majority of employment opportunities involve some sort of tech requirements. I think a graphic or web class should be in place.

**Q9: Would you recommend CWU's Department of Art to someone considering studying art/design?**

- Yes: This Art department has the only metal smith program in the state. Also, the faculty are amazing and I learned a lot from the teachers I specifically studied under.
- No: Not if the rumored changes about the department are true. Artists should be allowed to specialize and have as much access to advanced classes as they want without scheduling complications.

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- Yes: Overall I enjoyed my experience here at Central and would recommend the art department to someone considering studying art here.
- Yes: Overall the department of art is fairly accessible and the staff is knowledgeable. I feel I am a better artist after spending 2 years here.
- Yes: The professors are very knowledgeable in their fields. Great experiences to be had here.
- No: With all the monetary cutbacks it seems the department is going to go downhill quickly over the next couple years-especially with the cutting of amazing faculty such as Howard Barlow.
- No: Considering the current state of flux that is being experienced by the fine arts department, and the uncertainty of the future, I cannot recommend the program to any art or design student at this point.

**Q10: As a former art/design student, what advice would you share with present art/design students?**

- To put the majority of their focus into their work.
- Get into the program as soon as possible and do not wait to take upper division classes.
- Try multiple medium before deciding on a specific area of art
- Spend more time in the studios. Don't have a job while in school. Take the appropriate credit load each quarter so you are able to devote enough time to your art.
- Document your work. Apply to shows, attend conferences and have a minor.
- Spend as much time as possible in the studio. Get to know your professors and exhaust them of knowledge. Get a competent advisor.
- Try to experiment with as much as you can artistically, whether it is painting, sculpture, ceramics or drawing. It is important to learn as many skills as you can to apply to your work and become a more flexible artist.

**Q11: List any courses you were REQUIRED to take that you think should not be required for your major?**

- Nothing comes to mind. All of the required courses made sense as to why I had to take them.
- Design II
- Some of the early drawing classes and basic design classes were too elementary for myself and some of my fellow students. I firmly believe if you already have an art background /foundation , an incoming students should be able to "test out" of the lower level classes.
- All classes were useful and should continue to be required.

**Q12: Describe any courses or requirements you think should be added for students in your major.**

- Nothing comes to mind.



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- Typography or other entry level computer design classes.
- In regards to painting, it would be nice to have beginning classes in mixed media & painting processes/ techniques...Color theory as well.
- For studio artist, there should be at least one required digital/computer art class like graphic design or illustration & vice versa for computer design students.
- Photoshop basics, web design for art, glaze tech, mid career portfolio review.
- Watercolor painting was never offered although it was in the class catalog.
- Specific classes in perspective, anatomy and color theory would be a great addition to the presently offered classes.

**Q13: Do you have any other comments or suggestions regarding the Department of Art at CWU?**

- During my time here at Central I have expanded my knowledge as an artist more than I ever thought I could. I leave knowing that my future as an artist is cemented in my foundation.
- More opportunities for career & work development through exhibitions within the school and the community. Working with visiting artists and work with students to prepare them for the "art world". Galleries, exhibitions, grants, etc.
- Art students need more exposure to shows and exhibition. A mid-term show or jury panel to examine portfolios as well as the same for exiting seniors will help cement the experience as an art student.
- It would have been great to have a list of classes offered for the entire year so that planning schedules would be so haphazard. Even in my community college they offered yearly catalogues of all classes offered.

Department of Art  
Assessment Results  
Graphic Design  
2010-2011

**Answers drawn from fifteen responses**

**Q1: Summarize the benefits that you received by attending the AIGA "Reality Check" portfolio review:**

- A realistic measure of how my work is compared to the real career work. Even my best pieces were said to be juvenile, looked like student work. I have a better understanding of where I stand and how I have to come.
- "Reality Check" was the perfect title for the event. I really benefitted from the event because I was told I was on the right track, but there were specific things I could improve on. It was really beneficial to go as a junior because I have plenty of time to perfect my portfolio before I graduate. I now know I need to improve typography and my process. It was also beneficial because I was able to see work from other schools, and where I need to catch up.
- Opportunity to meet professional graphic designers from all over a variety of locations representing an abundance of businesses and firms. By attending "Reality Check" my junior year I was able to receive both positive and negative comments to focus on improving my portfolio and quality of work I produce towards my future career and education. I was able to surround myself with my "potential" colleagues and familiarize myself with work that they've produced and where my work stands in competition with that.
- Reality check was a positive experience where designers were able to critique my pieces and tell me how to expand on my projects to make them stronger.
- Helped deal with criticism from other people other than Bach. I got to see other student's portfolio. Lots of feedback on portfolio and now I have a lot of ideas to improve it.
- Great help on how to improve specific projects and portfolio as a whole. Tips on what my portfolio is lacking or deficient. Great networking tool.
- I got feedback regarding portfolio layout and presentation. I got some contact info from one of the reviewers. I also got some great ideas on how to push my project further.
- I learned what my strengths and weaknesses are in my design work. I also learned to let my personality show through in my work more. Typography is key and everyone is quite critical about it.
- I was exposed to a larger variety of work. Being able to compare my work to others has allowed me to widen my design sense.
- Receiving feedback on your portfolio is always a good thing. It allows you to get feedback that is unbiased and from people that are currently in the industry.
- Getting professionals in the field to see my work. It's one thing to have my teachers talk to me, but getting outside input was very helpful. Also getting criticized wasn't as painful as I anticipated. I learned a lot from the designers there.
- I don't think this box is big enough. It was amazing to get another professional opinion that wasn't from my instructor. It was also great interview experience that was exceptionally valuable, even though it was only a few minutes per person. It also really put everything in perspective as a student designer. This was a valuable network and skill building adventure.

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- I learned what I need to work on to make my work better and I asked for specific items of what to work on. It shows us where our weak and strong points are in our work.
- Reality Check gave me great feedback on both the interview process and how to focus my work while also giving me the opportunity to see what students at other schools do.
- Different points of view on the portfolio were really effective. Some critiques where focusing on type or layout made it less repetitive. Find out what firms look at first and last really helped.

**Q2: What specific improvements and suggestions were offered to you about your work:**

- Work on typography, leading. Do research on typographic and graphic design as a whole. Filtering out certain pieces in portfolio. I was told that if I really like a piece use/show it in a way that shows its use.
- Almost everyone said that typography could be improved better font choices, learning and innovative layouts. They suggested taking another type class in Seattle and exposing me to more art such as "How" magazine. They also wanted to know what direction I was going in and wanted it to be more concise. They would have like a process notebook so they could know why I chose to do thing. More logos and other outside work.
- Typography – I need to further develop my system of hierarchy and use of fonts. I need to use larger variety of different styles of fonts and focus more on the "type being an image, rather than using the image (to make the focal point." Also need to work on learning my text. Put work in context-such as book cover. Show it in portfolio in use as a book cover jacket. Submit a photo of the book cover in use. When presenting my work for review, use vocabulary that describes the project content and the steps use to create the final outcome.
- Multiple people told me to tell a story with my projects, by having a caption describing the piece, then a picture of the work in the context of the piece.
- Work on type layout, font, size. Create shirts, posters etc. that shows off my logo and my font I made. Less work on computer, more hand done material. Don't let client tell you how to do your job. Incorporate what they want without losing yourself in the design.
- Mock up items and photography. Use photography in portfolio. Show things full size. Do more! Create 4-5 pieces for each project.
- Take my magazine pages and actually place them in a magazine. Use less secondary web pages. Work on type placement for numbers.
- To clean up and simplify my designs. Let me concept shine though and don't let effects override the idea. Use more type; I have a tendency to use sanserif's. T-shirts, print them and wear them. Display the personality.
- Lighten the background of portfolio papers. Further develop graphics and supplemental graphics. Expand on ideas. Emphasize imagery.
- My work is a lot of the same type, it is very minimalistic. It would help if I added some variety to my portfolio and show my versatility. Also recommended was that I take some of my more student pieces out of my portfolio and replace them with new/less student work.

Department of Art  
Assessment Results  
Graphic Design  
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- Typography, typography, typography. Specifically they spoke to me about kerning.
- Typography. Make your work for you. Be yourself. Center your portfolio directly around your dream job. Showcase your strengths. Quality over quantity. Go beyond the assignment.
- Work on choosing fonts that are more sophisticated and choose “good type”. Work on hierarchy.
- Many reviewers suggested that I pursue a specific style in my work as opposed to my previous strategy of covering a broad spectrum of design. They also said to push the limits on every piece I do. Many of my ad designs featured humorous elements and I was told to make the design and humor even more outrageous.
- Most of the suggestions were to improve my typography. The choices of typography need to show what you want the audience to interpret from the piece. I also need to look at hierarchy within my test. For some of my pieces the main point didn’t become clear until I explain what was important. Color was also another point to focus on having the color show what’s important or not.

**Q3: What specific projects, as well as other elements did the reviewers like about your work:**

- Most really enjoyed my illustration on my book cover. Other really like the concept and color scheme of the falling water poster.
- They thought that I was really creative and really liked my concepts. They could see I was in a good direction and thought I had a lot better typography skills than a lot of people, but I definitely still needed to improve. They like the hand done quality of some of my work. They liked how I solved problems, but I needed to show them how I got there a little more.
- Many of the reviewers like my 2010 holiday card; however I had mixed opinions about my other pieces. Some enjoyed my book cover, while others enjoyed my source poster and CD case. What one reviewer like about one piece, a different reviewer wouldn’t like. Most of the reviewers enjoyed photography and how I applied it to my pieces.
- They liked the clock project a lot and wanted me to expand on it.
- Rock against Rape logo was the best received. No negative comments about it. Clymer Museum was second most liked. They loved the simplicity. They said I had great ideas but not always executed the best way.
- Source poster and postcard, like overall layout and theme.
- Most really like my websites, style guide and top-flight and Gatorade ads. They felt those were the strongest designs.
- My eye for composition, color choice, type choice, and outside of class projects was well received. My type-portrait and t-shirts were also taken well by reviewers because it showed me. Anything with a symbolic graphic and clean type was like.
- Portfolio was designed. Wasn’t flooded with random pieces. Simple, clean, organized.
- Love the water is life poster, and the photo of my Pellegrino bottle. Really like my labels for each piece of work.

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Assessment Results  
Graphic Design  
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- For the most part, people really enjoyed my falling water poster minus the text. Quite a few people really liked my zombie PSA poster.
- I got a lot of comments about falling water poster, but a part of me is angry because I didn't take the photo for it. They were excited about the book cover and generally if we made it to the back of the portfolio my font was highly regarded. There were lots of comments about my positive use of color.
- The reviewers like my Juried Art Exhibition posters, falling water, and San Pellegrino bottle poster. The elements they liked about each were the concepts.
- Many reviewers like my art show poster from 2010 and my cd design from 2009. They like the texture and visual contrast that gave the pieces a real tactile quality.
- Most of the critiques like the college work that I did whether it was in my digital images or with posters. They like more of the pieces that were designed with my own ideas fully executed the way I envisioned it from the beginning.

**Q4: What projects might you consider eliminating from your portfolio:**

- 1-3 of the photo shopped computer art pieces. They did not relate to the profession. One critic explained that all it showed is that I know how to use Photoshop, which all of them would already assume we have that skill.
- I would eliminate my falling water poster and maybe one other poster because they said I really only needed one. I would either remove my book jacket or improve the type on it.
- I might eliminate my falling water poster. Instead of eliminating other pieces inside my portfolio, I would rather go back and improve my pieces with the information I got back from my reviewers.
- Some reviewers didn't like the sunglass mailer, but other did so the missed reviews make me reconsider that piece.
- Holiday Cards, they said it was okay. Maybe the book covers. One guy said it was cliché, another said she loved it but had a few suggestions.
- Rock against Rape, falling water
- The medicine ad. Several reviewers felt it was the weakest design.
- Clymer Ad, Falling water and architecture as art.
- Reworking my anytime fitness graphics. Apple the logo to other objects. Maybe a poster from the Dez section.
- I will be eliminating the Carl designed ad and putting in my magazine design.
- Possibly my graphic designer quote flashcards. People didn't feel that the text was strong enough. Also maybe my font. People didn't seem to reach as well to it.
- The SOURCE poster, immediately. It's poorly designed, clichéd, and serves no purpose when clumped near other, stronger pieces. Next I would remove/redo my Clymer museum ad. Looking back I realize just how uncreative and minimal it actually is..

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- Almost all the reviewers said to take out my illustrations. Possibly could leave the spot illustrations in only if incorporated into a postcard.
- I have already eliminated pieces I made for the Continuing Ed department on campus. These designs proved to be too safe and boring and didn't bring any of my personal style to the spotlight.
- I would consider eliminating some of the posters that had specific requirements showing those it any portfolio made it to where it needed to be explained why things were in there specifically.

**Q5: From the Reality Check experience, how will it affect the overall assessment plan for your final portfolio and how you spend your last few weeks at Central:**

- Spend time on every piece. I want to save my sketches and rough drafts to add some depth behind my pieces. Also, rearrange the whole hierarchy.
- I want my portfolio to be extremely concise to it looks like the same person did everything. I also want to have more variety in my portfolio so it shows that I can do multiple things. I will work on typography and possibly create my own projects. I want to work on a process notebook so when viewing my portfolio they can also know where I got my ideas.
- From Reality Check, I know that I sincerely need to readdress the layout and order of my portfolio and update pieces with the comments from my reviewers before turning in my final portfolio. So during my last few weeks at Central, I'm going to optimize my time going back and "fixing" older projects for typography and also utilize the library for research on typography and current contemporary artists to influence my work.
- I think my portfolio is coming along nicely. As of now I would like to go back and expand on a few projects to take them to the next level, by adding more elements to certain projects to make them larger and more cohesive.
- Overall work on type! Create a better visual of the projects, example pic of book cover. Place logo on something, shirt, poster. Create process notebook, had them with me but notebook would have been easier.
- Expand on projects, add pieces to make sets. Mock up and photography projects. Reprint to ready for final portfolio.
- I think it has convinced me to make short descriptions to go with my pieces.
- Personality in my extracurricular projects will be displayed more. Applying less is more in my work by communicating more efficiently. Focusing more on the concept and less on the visuals. Type, type, type. Use it well.
- I will spend my time at Central doing my best to exceed my professors expectations. I will take the comments made to me into consideration and redo my portfolio. Reality Check allowed me to rethink the layout of my portfolio & how it will perform in a job interview.
- It has made me take a different approach to my last few projects at Central. To try and vary my portfolio a little. It will help me show my versatility and willingness to adapt.

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- I'm going to fix some of my text problems on older pieces. I'm also going to find a way to make a common thread run through all my pieces. And learning to integrate my rough drafts into my portfolio.
- My last few weeks at Central this quarter will be spend cleaning up. This summer will be spent renovating my portfolio to really make it my own.
- I will look into buying some books on typography as well as re-work the type on the projects that I feel are stronger.
- I am spending my last few weeks at Central developing pieces for my portfolio that are more illustrative and textural to expand my personal style.
- It will make me think more about my typography and how it is integrated within my piece. It needs to be thought about from the beginning and not after the image and everything else is already done. It needs to bring forth the emotion that needs to be shown through the piece.

**Q6: Within current resources, how could we alter our curriculum to better serve you besides adding web and flash classes:**

- I think we have all the resources we need; we just need to use them. For me I learn much better hands on. Maybe more field trips to firms or gallery would be inspiring.
- Typography 3, Branding and Logos, Layouts in the portfolio
- Possibly offering a 3<sup>rd</sup> typography class of which incorporated more portfolio skills. Also adding a class specifically for logo/identity creation.
- Larger, more expansive projects. Have computer art I actually be about illustrator and photo shop.
- Create larger projects. For logo, adding the logo to poster or shirt. Require more hand done projects.
- Early in the program offer classes that teach students to learn adobe programs. New assignment, the projects need a little updating. Less assignments, but more in depth ones, more cohesive and full projects, less single pieces.
- Classes designed around specific Adobe programs.
- More typography classes! Two isn't enough to learn what there is to know about type.
- I wish we could have done a few more informational graphics and layout design. I would have like to do more publication design as well. After attending Reality Check I realized that the design at Central is vastly different than others and that we could use all of their design projects to further develop out goals.
- I think classes need to be based around more contemporary design. I believe that they design program is a little outdated. Most companies don't do mailers. Also I think there are better project selections out there for the concept try to be presented.
- Please, please, please: teach more about basic typography principles.

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- This one's pretty easy. Provide a second opinion within the classroom setting. Force us to butt heads with not just one professor, but 2. I can't explain how incredibly valuable that second and third opinion is when you're struggling with a concept.
- I think possibly some assigned reading in specific typography books would be good. Help us refine somehow to pick "good type" – font choices I know is a learning process that will continue.
- In the last quarter, it might be interesting to have a project that improves older work. I had many good concepts during my junior year that feel short at Reality Check due to the lack of software experience I had at the time. Revisiting some older pieces with guidance from our department faculty would be great for fine tuning portfolios.
- More focus on typography showing how effective pieces with or without the typography. Making it more of a focus than something that is just added later. Have different types of layouts be presented with projects.

**Q7: Please feel free to make any additional comments about Reality Check or your portfolio:**

- I wish I had been more mentally prepared. I went in knowing I didn't have the best portfolio but after hearing the same harsh critique time after time, I felt embarrassed and behind the rest.
- It was a little hard to hear the reviewer at times. More time with interviewers would be great.
- This was one of the best experiences of my college education. Going to Reality Check has really put into perspective what I need to accomplish during the time I'm in college to prepare myself for the business world. It gave me an opportunity to see my possible future "colleagues" and competition thus far, as well as introduce me to all types of different firms and businesses that I could potentially work for.
- Too loud, couldn't hear. Not enough time. Would love if more people had paper to draw on like one guy did, visuals help.
- It was a great event and the feedback I was so helpful. It's got me thinking about design in a whole different light. Can't wait to next year.
- I appreciate having reality check as a resource. It has helped me develop my portfolio skills, job skills, and internship review skills.
- I really enjoyed Reality Check; the people there really validated how I felt about my work. I'm, definitely going next year.
- Make it to a different place, or make me feel a bit better about paying \$20 to attend an event that unfortunately appeared to be put on by a community college. When you talk to the professionals, you feel better about driving 2 hours, but they couldn't hide the cheap chairs or the dirty floor.
- It would be good to have a single process of how we are to present our portfolio- all reviewers wanted us to present differently for each reviewer, was a little confusing.



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- I would have like to see Reality Check more spread out with less cramming people into a room with all the noise and distractions that took place. I found it was harder to focus on what the person was trying to say.

Fall 2010 Studio Art

Subject	Catalog	Section	Student ID	Student Name	Grade In	Academic Level
ART	495	001	22508365	Black,Brianna Christine	W	Senior
ART	495	001	22725218	Jefferies,Krista Rae	S	Senior
ART	495	001	22662480	Mork,Marit Helena	S	Senior

Spring 2011 Graphic Design

Subject	Catalog	Section	Student ID	Student Name	Grade In	Academic Level
ART	495	002	21446108	Vellutini,Elizabeth Marie	S	Senior
ART	495	002	23933986	Smith,Sarah	S	Senior
ART	495	002	22256763	Layman,Andrew Charles	S	Post-Bacc
ART	495	002	22509522	Foster,Ramsey Falcon	S	Senior
ART	495	002	22601276	Eckhart,Emmalie Louise	S	Senior
ART	495	002	22627068	Winslow,Janie Raye	S	Senior
ART	495	002	22684385	Beane,Sasha Yvonne	S	Senior
ART	495	002	22773240	Cooley,Jennifer Marie	S	Senior
ART	495	002	22786084	Cobain,Carissa Noel	S	Senior
ART	495	002	23573923	Green,Damian Lee	S	Senior
ART	495	002	23524055	Smith,Emily Rachel	S	Senior
ART	495	002	23079234	Schofield,Allyson Noel	S	Senior
ART	495	002	22961610	Glomstad,Erin Chaney	S	Senior
ART	495	002	22889772	Doubrava,Amanda Debra	S	Senior
ART	495	002	22852514	Wilkinson,Andrew Steven	S	Senior
ART	495	002	22809302	Higuchi,Jeremy Charles	S	Senior
ART	495	002	22221156	Worden,Lisa J	S	Senior

Spring 2011 Studio Art

Subject	Catalog	Section	Student ID	Student Name	Grade In	Academic Level
ART	495	003	21811512	Budweg, Teresa Neva	S	Senior
ART	495	003	22217971	Thorsett, Ian	S	Senior
ART	495	003	22331136	Kochanasz, Devin Joseph	S	Senior
ART	495	003	22352053	Lee, Reda	S	Senior
ART	495	003	22388193	Bray, Brenda Lee	S	Senior
ART	495	003	23924353	Orthmann, Lucas Gerard	S	Senior
ART	495	003	23000064	Pantea, Leah Lauren	S	Senior
ART	495	003	23080209	Schmidt, Katarina Reka	S	Senior
ART	495	003	23294852	Atkinson, Melissa Elaine	S	Senior
ART	495	003	23694032	Shryock, Michelle R	S	Senior
ART	495	003	22832429	Afoa, Shaina Marie	S	Senior

Winter 2011 Studio Art

Subject	Catalog	Section	Student ID	Student Name	Grade In	Academic Level
ART	495	003	22742183	Umberger,Amanda	S	Senior
ART	495	003	22413257	Mastin,Ashley Elizabeth	S	Senior
ART	495	003	23499043	Cote,Matthew Joseph	S	Senior
ART	495	003	23473134	Buechel,Bethany Marie	S	Senior
ART	495	003	23807418	Browning,James Allan	S	Senior

Winter 2011 Visual Art Teaching

Subject	Catalog	Section	Student ID	Student Name	Grade In	Academic Level
ART	495	002	23142037	Ortman,Lisa Margaret	U	Senior
ART	495	002	23190202	Alvarez,David	S	Senior
ART	495	002	23710659	Lee,Allison Kathryn	S	Senior
ART	495	002	23890228	Johnson,Audrey Rose	S	Senior
ART	495	002	23879490	Sevigny,Laura Ann	S	Senior