

Fine Arts

Understand problem-solving methodology: define, search for alternatives, execute and analyze.

Answer (Required)

The answer to your original question assessing a learning goal from the program's Learning Goal Matrix (your results). Type or paste a text summary of the data you collected here. Supporting graphs and tables (if applicable) can be emailed directly to "assess@tcnj.edu" as attachments - please make sure to include your name and the program name in the text of your email.

The Fine Arts Program is committed to providing a program of study that develops a high level of conceptual and technical ability, resources beyond the studio for a broader education in the arts, exposure to and understanding of electronic media and methods of communication as well as offer training in traditional media.

Through the transformation a variety of educational opportunities have been implemented including a sophomore review required at the end of the student's second year. This review allows for a candid discussion between individual students and faculty committees concerning the quality of the student work and feedback on the quality of education received by the student.

Secondly all courses require trips to art institutions in major metropolitan areas. Tied to these trips are a critical analysis of the work observed by the students. The Art Department has maintained a visiting artist lecture series, attendance by all Fine Arts students will be required to the lecture series.

The Fine Arts Program is seeking accreditation from the National Association of Schools of Art and Design (NASAD) to strengthen the quality of the program.

In order to present students a clearer conception of future possibilities of careers in the Fine Arts, the department has established stronger contact with our alumni and created new internship possibilities and relationships with Arts organizations in the area – Grounds for Sculpture, Johnson Atelier, Trenton ArtWorks and Princeton Library.

What the Results Mean (Required)

A brief discussion of your results (your analysis) in the context of the learning goal assessed. What do these results mean to your program? Are they what you expected? Are students meeting the defined learning goal? Will you be changing anything because of what you learned? If so, what, how and when? What do you expect to happen as a result of that change?

Establishing a nationally recognized accreditation will increase the visibility of the Art Department on a national stage, this is reached through NASAD accreditation.

The institution of the sophomore evaluation establishes standards and goals through a formal annual review and ongoing dialogue among students and faculty. The College of New Jersey must recognize the benefit of NASAD accreditation and pay for outside evaluation of the Art Department.

Extension of the Art Department to Alumni and Regional Arts Community:
Recently 2003 alums visited and spoke at the Fall 2005 Fine Arts senior seminar. Two alums have set up online resources for current students and alumni that include technical and employment resources. Internships have been established with Grounds for Sculpture – Fall 06 and Johnson Digital Atelier – Summer 06. Art Department students recently participated in a Ewing Arts Festival – fall 2005. The Art Department faculty exhibition received a full page review in a community periodical. The 2006 BFA Exhibition was held at Trenton ArtWorks.

An established artist lecture series is in place, but needs greater funding and publicity.

A committee has been established to begin a public art program on the campus grounds. Both these initiatives would establish a greater sense of community and a recognized need for the Fine Arts in a liberal society.

How will your department use these results? (Required)

A brief discussion of how your department will use the results (your analysis) in the next year. Will you change course content? Course sequence? Develop new questions that will provide additional or more applicable information?

- Cross-disciplinary courses.
- Public Art on campus.
- Attendance to art events by entire campus.
- Gallery attendance
- Connection between course content and gallery exhibition
- Quality of work exhibited in the gallery
- The number of exhibition spaces and exhibits by students
- Continued research in curriculum development
- First year students receive basic/core techniques workshops (these could be integrated into freshman experience.) – Fall 2006.
- Stronger faculty infrastructure in the department
- Reliable full time faculty that will be active in meetings and events
- Alumni do professional visits to the Art department and serve as an example of paths for professional development
- Alumni seek out interns and employees from current student body