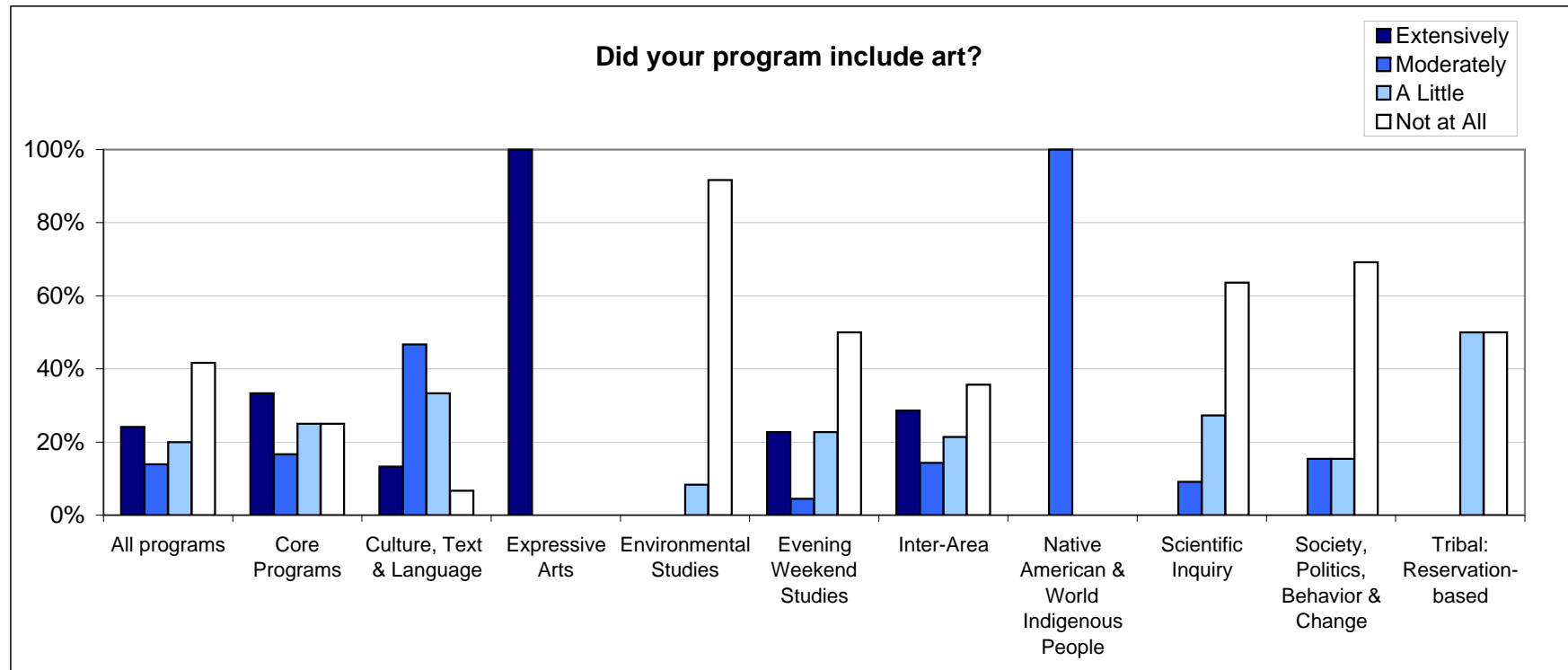


End-of-Program Review 2007-2008
Art in all Programs



	Extensively	Moderately	A Little	Not at All	Percent of Programs with any Art	Programs with any Art (N)	Programs responded (N)
All programs	24.1%	13.9%	20.0%	41.7%	58.0%	67	115
Core Programs	33.3%	16.7%	25.0%	25.0%	75.0%	9	12
Culture, Text & Language	13.3%	46.7%	33.3%	6.7%	93.3%	14	15
Expressive Arts	100.0%	0.0%	0.0%	0.0%	100.0%	13	13
Environmental Studies	0.0%	0.0%	8.3%	91.7%	8.3%	1	12
Evening Weekend Studies	22.7%	4.5%	22.7%	50.0%	49.9%	11	22
Inter-Area	28.6%	14.3%	21.4%	35.7%	64.3%	9	14
Native American & World Indigenous People	0.0%	100.0%	0.0%	0.0%	100.0%	1	1
Scientific Inquiry	0.0%	9.1%	27.3%	63.6%	36.4%	4	11
Society, Politics, Behavior & Change	0.0%	15.4%	15.4%	69.2%	30.8%	4	13
Tribal: Reservation-based	0.0%	0.0%	50.0%	50.0%	50.0%	1	2

Level (s) at which art was taught in programs that included it, N=67.

Faculty could check all that apply; therefore, percentages do not add up to 100%.

	Percent of programs with Art	Number of programs with Art
Introductory	77.6%	52
Intermediate	41.8%	28
Advanced	9.0%	6
Level not indicated	4.5%	3

Fields included in programs

Film	18
Narrative scrolls	1
Botanical illustration	2
Calligraphy	1
Design	1
Aluminum and bronze casting	1
Mask making	1
Collage	2
Environmental art	1
Text	2
Book arts	2
Sculpture	1
Multi media/Media	2
Music/Ethnomusicology/musicology/musicianship	5
Drawing/Figure drawing/Portraiture	12
Art Aesthetics	1
Conceptual art	1
Painting	8
Art history	4
Photography	11
Visual arts	3
Visual and Performing arts	9
Audio art & Sound track	1
Animation	1
Installation	3
Theater	9
Movement	4
Dance	10
Native and contemporary art	1

Poetry	2
Video	3
Relief/Printmaking	3
Creative writing	1
graphic art	3
Bookmaking	2
Sketching	1
Fine metalwork	1
Digital imaging/media	2
Web designing	1
Martial art	1
2D visual Art	1

Other comments

We looked at 19th C. American art--most specifically landscape painting/Hudson River School

We didn't have art instruction per se... we used visual modalities several times to explore concepts. For example, 2d or 3d metaphors of learning. Models of how the brain works as a pre-assessment of what people know about the brain. Body drawings to represent the ideas and experiences from what learned from a week long workshop on an indigenous perspective on learning. Throughout the quarter students were encouraged to use visual maps as tools for outlining and making sense of the readings.

Speaker, lab, seminar, lecture on optical instruments

Judy Cushing taught basic LOGO programming in which students learned to produce beautiful 2-D images including stonemason marks and Islamic tiles.

I would like to add that although we did not teach art, we did have one creative project for our last seminar on crows and ravens and many students produced drawings and paintings, one made a beautiful shirt with a partial wing silk screened on it.

Charts, graphs, visual powerpoint, manipulatives
