

IHEAA

Illinois Higher Education Art Association

Fall Meeting Southern Illinois University – Carbondale, October

Treasurer's Report

Balance brought forward from last report:	\$ 886.31	April 16, 2011
Receipts:	120.00	
Expenses:		
\$ 300.00 – Heartland Community College	<u>- 300.00</u>	
Balance this report	706.31	October 21, 2011

Minutes from the Spring Meeting, Heartland Community College, April 15, 2011

Mac McAvoy, IHEAA host from Heartland Community College, welcomed all in attendance and highlighted the new building on campus which doubles the classroom floor space for art and features a new dedicated space for sculpture with plans in place for a foundry to be added soon. Mac introduced Jane Camp who also extended a warm welcome to the members of IHEAA and reported on the Joe McCauley memorial scholarship endowment and the fundraiser held the previous evening which raised \$5000.00. She also highlighted the new exhibition space showcasing works by Joe McCauley and the student show in the library. Jane closed her remarks by introducing the other HCC faculty in attendance: Meda Rives, Michelle Peterson, Erin Furimsky, and Melanie Scott-Dockery.

Mac introduced the topic of “Serving the Special Needs Student” and the first speaker, Jennifer Swartout, who spoke on the specific subject of Dev-Ed (Developmental Education). Jennifer gave a very informative presentation and encouraged discussion. Dev-Ed addresses the needs of under-prepared students. She started by clarify terms. “Remedial” is an old catch-all, yet a specific pedagogical term. “Compensatory” education was acknowledgement of segregation to address equality (1965). “Remedial” was a reaction to compensatory and well known in the 1970’s. Remedial Education was characterized by testing, the medical approach of “remedy” and was all “skill and drill” without enough thinking. That approach blames the student’s disability, without fully addressing the larger problem-solving and learning strategy skills. Contemporary approaches articulate best practices. Most community colleges are not fully into developmental (not for disabilities per se). Rather than cognitive impairment, the main problem that Dev-Ed deals with is the student’s lack of good alignment of skills or preparedness for college. At Heartland Community College, assessment testing is done in the areas of writing, reading, and math. Low scores cause students to be placed in developmental classes by subject matter. Typical reasons for low scores include a lack of seriousness during testing, a lack of expectation to go to college, and a long span of time since high school. There is a lack of alignment between college and high school across the board. Nationally, 42% of all community college students take at least one Dev-Ed class. There has been a national increase of Dev-Ed students and needs. Jennifer cautioned that it is not right to blame students or high school teachers for this increase, as it is a very complex problem. 75% of HCC students take Dev-Ed math and 25% take Dev-Ed English. There is a scale of Dev-Ed needs among students. “Light” refers to only needing one Dev-Ed class. Career Dev-Ed means the student has multiple areas of need and many of these students never go on to a four-year school or degree. Matt Murray from Advising spoke to the assessments based on high school transcripts, courses, and grades. There are two tests, a point and click test on the computer for math and a hand written sample for English testing. Scores and scales give better placements. There is also mandatory retesting. Many adult students are not tech savvy, so that affects the scores. So, how does this affect you in art classrooms? Difficulty in art is in the prerequisites. Underprepared students are set-up to fail and difficult for teachers. Other aspects include social under-preparedness. Two options: Explicit course outcomes—advocate for the skills that are needed to be successful. Your best offense moves are critical thinking, problem solving, and outcomes. If students will be set-up to fail, that gets the attention of the advising area. However, it is a fact that the total number of classes for Dev-Ed is shrinking to very few choices. Humanities should work hard to make English 101 a prerequisite for art classes with writing components. These basic skills are needed to be successful in art classes. It is the job of the college Dev-Ed to serve underprepared students without compromising the other goals in the classroom. There are diverse backgrounds of students, but it should not be an “all pass” attitude. Dev-Ed’s job is to help make opportunities for student success—not about an A for effort. Chuck Boone pointed out that persistence of the student can be greatly affected by the opportunity to take college level course(s) at the same time as Dev-Ed. Jennifer stressed that communication is the key. Dev-Ed can’t help if there is no feedback from faculty. For the most part, it is not cognitive problems for the students—often it is apathy, anger, or fear. How do you get the right help for the students? Look for your intuition’s resources and honesty in assessment. Thomm Beggs pointed out that enrollment issues often take away the authority to say no. GE expressed concern for Dev-Ed—create a reputation for rigor (think hard and work hard). Jennifer agreed that there should not be any expectation to lower standards for Dev-Ed.

Mac introduced the speakers for the second topic: Cindy Avery and Anita Moore, Disability Support Services. A key factor for each course is the list of academic and technical standards that apply to all students in the classes. Technical includes motor skills which are very important in art classes. This, of course, should not be done simply to keep disabled folks out, but to

define what is truly needed to be successful in the class. Think of the essential requirements for your class information before registration. Disability support is not mandatory. Thomm—we have the goal to successfully teach every student. Chuck— keep the door open, yet keep rigor to be realistic. Advising is key to student success. “Not the right opportunity right now” is a way to express “no” without killing hope for the future—yet be honest. Jean Janssen—faculty can come together to aid student success. Student Conduct Code—disabilities are not an excuse for breaking the code or disruptions in the classroom. Go through the official process to document. Verbal warnings—meet with the student / family and written documentation are appropriate. Use Disabilities Support Services for the process and behavioral contracts. HALO (Heartland Academy for Learning Opportunities) is a non-degree, non- credit supportive, yet challenging learning environment.

Jeff Boshart presented on the subject of visual portfolio using three levels: weak, average, and strong portfolio examples. Jeff had some examples, but would like more. Everyone shows excellent examples. No one records the weak work. Portfolio reviewers need to see all three levels for greater understanding: weak / acceptable / strong. Yet, the levels are hard to determine. The written assignments with expected outcomes influence one’s judgment of the works in the context of the expectations. Do we have the right to use student work? At the freshman / sophomore level, yes. The faculty is the intellectual property owner because students are fulfilling assignments. Goal: develop fully three portfolios with the same projects for better comparison. Jeff is asking for our help; freshman, sophomore and entry level studio courses. Please share photographs of the works in all three categories of weak / adequate / strong and include the project description with expected outcomes. This is to aid visual awareness and establish visual answers to the questions surrounding portfolio assessment (NASAD and transfer standards). Jeff is compiling the information. He wants at least 50 samples. A special category for expressive can be added as appropriate. GE suggested a disclaimer for copyright, Chuck suggested adding a watermark.

IHEAA’s recommendations passed to IAI and were approved. A five-year review is coming up on the courses previously approved. Chuck spoke about Senate Bill 59 regarding the student transfer achievement act. The state is looking to lower overall aid—wants to get back to four years and not five due to community college transfer. Thus the bill would have two-year degrees acceptance required at four-year state universities at the junior level. The AFA degree should transfer at the junior level, but not course by course without the degree. So, is this a closed door or open? EIU has 40% of students at the four-year school from community college transfer. (They are also down three faculty—not replaced.) NIU had 65% transfer last year. (An army of adjuncts is the wave of the future.)

Jane announced the opportunity to support the Joe McCauley memorial scholarship with sales of t-shirts, cards, and books.

Lunch Break

The business portion of the meeting was called to order. The IHEAA takes this opportunity to thank Mac McAvoy, Jane Camp, and Heartland Community for hosting our spring meeting. An attendance list was passed around. Copies of the day’s agenda and treasurer’s report with minutes of the fall meeting held October 1 at Judson University were available, along with annual dues forms. The minutes were approved as corrected with points of clarification from GE Collpitts and treasurer’s report was approved as written. A discussion of the business agenda followed.

Southern Illinois University – Carbondale should be the site of our next IHEAA meeting on October 21, 2011, with Najjar Abdul-Musawwir hosting. Guy Weible, Southwestern Illinois College, volunteered to follow-up with Najjar regarding plans for the meeting. Topics will be announced at a later date. The spring 2012 meeting will be at Kankakee Community College on April 20th with Jean Janssen hosting. Jeff made a plea for attendance: it is vital to the longevity of our organization to bring younger faculty to get past the “gray hair factor” and retirements. Chuck spoke about the 3D design problems at Elgin due to fire damaged facilities and the resulting problems for students seeking the AFA degrees.

Chuck also spoke about the College Art Association (CAA) writing standards and guidelines for degrees: AFA in studio and AA in studio. General principles include: 2/3 of its courses in art / design. AFA of 27-36 hours, yet NASAD’s minimum is 39. Minimum for any associate degree is 60. Note: suggestion to refer to FATE’s foundation coursework. Also the “culminating show” and suggest portfolio. Are AP (advanced placement) 2D, 3D, and Drawing given credit for requirements or as electives in four-year schools? The suggested ratio is 15 to 1 for student / faculty. Student studios should be available. Jeff mentioned that CAA is also drafting guidelines for animal and human subject usage in art.

Mac announced that a tour of the new facilities will follow the IAI Art Panel meeting which will immediately follow this meeting. IHEAA meeting adjourned.

Respectfully submitted,

Veda Rives, IHEAA Secretary / Treasurer

Attendance: 24

Officers: Jeff Boshart, Eastern Illinois University; Chuck Boone, College of DuPage; Veda Rives, Illinois State University; Thomm Beggs, McHenry County College; G.E. Colpitts, Judson University; Al Shull, Lincoln Land Community College; Jodi Birdwell, Lake Land College; and Larry Gregory, Northern Illinois University

Members: Gil Rocha and Saul Solano, Richland Community College; Guy Weible, Southwestern Illinois College; Jean Janssen, Kankakee Community College; William Scarlato, Benedictine University; Meda Rives, Eureka College and Heartland Community College; Matthew Watt, Parkland College; Jane Camp, Erin Furimsky, Michelle Peterson, Melanie Scott-Dackery, Mac McAvoy, and four presenters—Jennifer Swartout, Matt Murray, Cindy Avery and Anita Moore, Heartland Community College