

Academic Assessment Plan

(BFA in Studio Art)

(April 2015)

Program Goals (3-4)

(Program goals are broad general statements of what the program intends to accomplish and describes what a student will be able to do after completing the program. The program goals are linked to the mission of the university and college.)

- 1. The program will cultivate creative thinkers and inventive problem solvers that are aware of contemporary technological, social, physical and cultural contexts.**
- 2. The program will prepare students to be contributors to an interdisciplinary art and design world.**
- 3. The program will ask students to experiment with form, technique and concept, while understanding the historical precedents of their discipline.**

Student Learning Outcomes (6-8)

(Student Learning Outcomes are defined in terms of the knowledge, skills, and abilities that students will know and be able to do as a result of completing a program. These student learning outcomes are directly linked to the accomplishment of the program goals.)

- 1. Students will actively research, analyze and interpret the contemporary art and design world as it relates to their own practice.**
- 2. Students will demonstrate the ability to solve problems through art and design.**
- 3. Students will develop the ability to be successful collaborators through the use of strong communication skills.**
- 4. Students will practice experimenting with form, technique and concept, pushing their work beyond expected outcomes.**
- 5. Students will demonstrate the ability to be lateral thinkers through experimentation and exploration during concept development.**
- 6. Students will identify and describe historical precedents in the justification of formal, technical and conceptual choices.**

Process for Assessing each Student Learning Outcome

(A process must be defined and documented to regularly assess student learning and achievement of student learning outcomes. The results of the assessment must be utilized as input for the improvement of the program.)

- 1. Timeline for assessment and analysis**

Direct Methods are assessed by BFA coordinators of the Department of Art at the end of every semester. In-Direct methods are monitored by Chair, Dean, Provost through the Annual Report and the fields of study through external achievements of students continuing in the studio art and design fields.

(Must include specific timeline for collection and analysis of assessment data.)

The Annual report is submitted annually in July.

2. Means of assessment and desired level of student achievement

(Must include at least one direct and one indirect method of assessment for each learning outcome.)

Direct method:

BFA students participate in formal critiques each semester in which they are assessed by a group of faculty and industry experts. Each reviewer fills out an assessment form, ranking the students on a scale of 1 – 5. These reports are communicated with the students expressing improvement areas and strengths.

In-Direct Method:

BFA students are required to maintain a 3.00 or higher grade point average in art courses and at least a 2.00 GPA overall.

3. Reporting of results

(Must at least report annually to the Dean of college/school.)

Based on findings from assessment, a summary will be provided to the Dean's office via the department chair each July in the Annual Report.

Annual Academic Assessment Report

(BFA: Studio Art and Art Education)

(Academic Year 2015/2016)

Report annually to the Dean of the college/school the following:

- **Results of analysis of assessment of Student Learning Outcome**

All BFA students are evaluated during the Fall and Spring semesters through private BFA critiques with faculty, graduate students, peers, and art professionals from the community. The participants change from semester to semester, but the evaluation rubric remains the same and is as follows: (1 is a LOW rating, 5 is the HIGHEST. Ratings of 1-2 mean that performance is unacceptable.)

Technical development (craftsmanship)

Strength of visual expression

Does the student's approach to the media enhance their idea?

Communication skills

Has there been experimentation and growth?

Presentation skills

Assessment of progress in program

The cumulative results from this year are listed below:

FALL 2015

Total of 40 students reviewed by at least two faculty, one graduate student, one BFA student and one outside guest. Each student received rankings from all reviewers. Out of 945 total scores, (135 reviews, 7 assessments), there were 17 sub-3 scores. The most common categories of lowest scores were in the areas of "strength of visual expression" and how well the approach to media enhances the idea/concept.

Michael C (1 out of 7 below acceptable ranking)
Has there been experimentation and growth?, 2.5

Madelyn H (3 out of 7 below acceptable ranking)
Technical development, 2
Strength of visual expression, 2

Does the student's approach to the media enhance their idea, 2

McKenna K (1 out of 7 below acceptable ranking)

Does the student's approach to the media enhance their idea, 2

Brysen T (1 out of 7 below acceptable ranking)

Strength of visual expression, 2

Casey Y (1 out of 7 below acceptable ranking)

Has there been experimentation and growth, 1

Samantha H (1 out of 7 below acceptable ranking)

Presentation skills, 2

Christina C (7 out of 7 below acceptable ranking)

Technical Development, 2

Strength of visual expression, 2

Communication Skills, 2

Does the approach to media enhance idea, 2

Experimentation and Growth, 2

Presentation Skills, 2

Assessment of progress in program, 2

James W (2 out of 7 below acceptable ranking)

Strength of visual expression, 2

Does the student's approach to the media enhance their idea, 2

SPRING 2016

Total of 40 students reviewed by at least two faculty and one graduate student. Each student received scores from all reviewers. Out of 616 total scores, (88 reviews, 7 assessments), there were 20 sub 3-scores. The most common categories of lowest scores were in the areas of "strength of visual expression" and how well the approach to media enhances the idea/concept. Most students receiving lower scores were first semester B.F.A. students. Exit interview information could provide more data.

Amanda M (4 out of 7 below acceptable ranking)

Technical Development, 2

Strength of visual expression, 2

Does the approach to media enhance idea, 2

Assessment of progress in program, 2.5

Brittany C (1 out of 7 below acceptable ranking)

Experimentation and Growth, 2

Ashley F (6 out of 7 below acceptable ranking)

Technical Development, 2.5

Strength of visual expression, 2

Does the approach to media enhance idea, 2

Experimentation and Growth, 2.5
Presentation Skills, 2.5
Assessment of progress in program, 2.5

Sarah M (3 out of 7 below acceptable ranking)
Communication Skills, 2
Presentation Skills, 2
Assessment of progress in program, 2.5

Angeliqua F (1 out of 7 below acceptable ranking)
Experimentation and Growth, 2.5

Lindsey S (3 out of 7 below acceptable ranking)
Technical Development, 2.5
Experimentation and Growth, 2.5
Assessment of progress in program, 2.5

Lindsey S (1 out of 7 below acceptable ranking)
Does the approach to media enhance idea, 2

Aurura L (1 out of 7 below acceptable ranking)
Does the approach to media enhance idea, 2.

- **Any changes to degree/certificate planned or made on the basis of the assessment and analysis**

We do not see the need for changes at this time.

- **Any changes to the assessment process made or planned.**

We will be inviting feedback from faculty regarding the structure of the BFA critiques and are open to making changes once the feedback is discussed. We are interested in evaluating the interdisciplinary nature of the structure.

In addition, we will be adding an assessment item related to research and concept to the BFA critique evaluations for next year.