

DEPARTMENT: School of Art

Table 1. Documentation that learning outcomes are incorporated into the curriculum for all undergraduate and graduate programs.

In the table below, state the expected learning outcomes from the Program-Level Assessment Plans and then list the course or courses, including prefix, number, and title, in the Relevant Courses column that address that expected outcome. If 3 or more courses address an expected learning outcome, list only 3 courses that are most important for students to achieve the expected outcome.

Degree Program: BFA in Studio Art

| Item | Expected Learning Outcomes | Relevant Courses |
|------|--|--|
| 1. | Students will acquire sufficient understanding of technical knowledge, design skills, and conceptual development to use this knowledge in visual art production. | Art 1302-Design Introduction Art 1303 - Drawing Introduction Art 2303 - Design II Introduction Art 2304 - Drawing II Introduction |
| 2. | Students will acquire a broad knowledge, chronology of the history of visual art. | Art 1310 - Art History Survey I Art 2311 - Art History Survey II Art 3312 - Art History Survey |
| 3. | Students will acquire sufficient understanding to visually and verbally analyze, articulate, and defend judgment about visual art. Students will also acquire the skills necessary to produce a portfolio and written material describing the student as Artist. | Art 4335 - Senior Seminar All Studio Art and Art History Courses |

Table 2. Discussion of the methods used to assess the learning outcomes as well as the instruments used to assess the attainment of learning outcome goals by undergraduate and graduate programs.

For each degree program, provide a brief discussion of the methods, including specific instruments, used to assess student learning outcomes. The Program-Level Assessment Plans, submitted in December 2005, list the methods of assessment for each expected outcome. In the boxes below describe those methods of assessment. If national standardized exams are used state the name of the exam. The information in Table 2 should be an overview description of the methods used. If specific assessment instruments (or assessment rubrics) need to be developed to conduct an assessment, then clearly indicate what is still needed and when those instruments will be used (which should be Fall Semester 2007).

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- ◆ Successful completion of all assignments, exams, portfolio reviews, and successful participation in critiques involved in Art 1302, Art 1303, Art 2303, and Art 2304.
- ◆ Successful completion of exams, papers, and projects involved in Art 1310, Art 2311, Art 3312.
- ◆ Successful completion of all projects, exams, critiques and portfolio reviews in all Studio Art and Art History courses.
- ◆ Successful completion of all project assignments in Art 4335 culminating in a BFA Senior Exhibition.

Table 3. Summarize the data collected and evidence of the use of results of those data

For each degree program, describe the data that has been collected to date and indicate how the results of the data analysis have been used. It should be noted that in some cases, the results will indicate that at this time the expected learning outcomes are being achieved and there is not a need to change or improve a program. However, it is unlikely that all data for all programs indicate that no improvements are needed. If no data has been collected for a degree program assessment, indicate that is the case and provide a justification for the lack of data and a detailed discussion of how data collection will begin in the Fall Semester 2007 and be reported in the next Annual Assessment Report.

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The BFA assessment rubric was created last year. Since 1995 the studio faculty has asked BFA studio students to have an exhibition as their "capstone" experience (in conjunction with the BFA Studio Seminar). The rubric consists of the following criteria:

- Evaluate the student's technical skills
- Evaluate the student's design skills
- Evaluate the student's conceptual skills
- Evaluate the student's knowledge of art history
- The student's ability to visually and verbally analyze visual art
- The student's ability to articulate and defend judgment about visual art
- The student's ability to produce a portfolio of visual works
- The student's ability to produce written material describing the student as "artist."

We continue to evaluate the students in the Art 4335 course, BFA seminar, which each studio BFA student is required to take. Since space is so limited to house exhibitions, the studio faculty decided to have a BFA studio group exhibition . After two years of the group exhibition, the studio faculty have determined that this is not an adequate assessment tool. While we agree that is important that the students experience installing their own exhibition, the large number of students involved prohibits them from getting enough out of the experience. We have been discussing other options like having several smaller exhibitions to allow each student to be more involved in the process. We continue to feel the need for an additional gallery space to facilitate this aspect of the BFA program assessment. Furthermore, we will use the PowerPoint portfolio of student artwork for the 2009 assessment. A committee of faculty reviewers has been formed and a rotation devise in place to insure involvement by all the BFA faculty.