

**College of Liberal Arts
Department of Art & Art History
B.F.A. Fine Arts**

The Department of Art & Art History's mission is to provide quality education in studio art and art history; to present programs and exhibitions that promote awareness and understanding of art; and to support creative and scholarly activity and outreach in the Arts.

Our community of scholars, artists, and accomplished students and alumni will achieve growing recognition for their accomplishments in research and publication, production of innovative artwork, and career success. We will gain an increasing reputation as a superior regional program, providing a comprehensive and forward-looking curriculum in art and art history, with outstanding study abroad, community engagement, and career-focused aspects.

Student Learning Outcomes

1. **Specificity of Outcomes:** In response both to feedback from the Assessment Office on the program's 2016 report as well as curricular changes in the program, two different sets of outcomes were used during the 2017 calendar year.

Old Outcome Rubrics (Spring 2017)

Expected Outcome 1: student demonstrates problem solving ability

Through the creation of a body of artwork in ARTS 4980 Senior Project, the student demonstrates the ability to define problems, identify strategies and propose and implement solutions to create accomplished work.

Objective #1 In written proposal, student defines proposed body of work

Objective #2 In a written proposal and meetings with faculty committee, student provides evidence of research related to proposed body of work

Objective #3 In written proposal and in the creation of artwork student identifies creative process

Objective #4 Student creates artwork

Objective #5 In written project evaluation, student assesses outcome

Expected Outcome 3: Appreciation of historical and contemporary artworks

Students will acquire knowledge of historical artworks, and in ARTS 4980 Senior Project will demonstrate an understanding and appreciation of contemporary art practices as a context for their artwork.

Objective #1 In written Senior project proposal, critiques, and written self-appraisal at end of each term, the student exhibits an awareness and understanding of historical precedents as context for his or her own artwork.

Expected Outcome: Writing (SLO 6)

In Arts 4850 Professional Studio Practices, students will be able to write effectively

Objective #1: Context and Purpose

Objective #2: Thesis / Content Development

Objective #3 Structure/ Organization /Clarity

Objective #4 Grammar and Spelling

New Outcome Rubrics (Effective Fall 2017)

Outcome 1: Through the creation of a senior project, students will demonstrate the ability to

define problems, research relevant issues, anticipate outcomes, implement solutions (with technical, formal and expressive skill), and assess their outcomes (SLO 5)

Objective #1 In a written proposal, student defines the content, meaning and purpose of the proposed body of work

Objective #2 In a written proposal and meetings with faculty member, student provides evidence of research into technical problems and historical/contemporary issues within the field related to his/her proposed body of work

Objective #3 In a written proposal and meetings with faculty member, student provides evidence of research into technical problems and historical/contemporary issues within the field related to his/her proposed body of work

Objective #4 Student is able to identify strengths and weakness of project and adjust approach(es) to achieve desired outcomes.

Objective #5 In written project evaluation, student assesses outcome of their senior project, identifying strengths and weaknesses.

Outcome 2: Students will be able to effectively analyze and value historical artworks and contemporary art practices as context for their artwork (SLO i)

Objective #1 Define and apply methodologies to investigate the products of the creative process (Product)

Objective #2 Define and apply methodologies to investigate the creative process through the study and/or participation in the production of art, design and other areas of creative practice (Process/Practice)

Objective #3 Define and apply methodologies to investigate and interpret information related to the historical, cultural, and other contexts of creative works, and subsequent and ongoing impact (Context)

Outcome 3: In order to become lifelong learners and use their education to solve practical problems, by the time of graduation, students will be able to effectively create and deliver oral presentations (SLO e)

Objective #1 Group and sequence ideas and supporting material in a presentation (Organization).

Objective #2 Employ language appropriate to the topic and audience that is grammatical, clear, and free from bias (Language).

Objective #3 Stand and move with authority, look more often at the audience than at his/her speaking materials/notes, use their voice expressively, and use few vocal fillers (“um,” “uh,” “like,” “you know,” etc.; Delivery)

Objective #4 Include credible and relevant supporting material (Supporting Material)

Objective #5 Articulate a clear central message that is easy to identify and compelling. (Central Message)

Outcome 4: Students will demonstrate that they are able to write with an awareness of audience, develop a clear thesis, organize information clearly, and use correct grammar and spelling (SLO 6)

Objective #1: Writes with an awareness of context, audience and purpose.

Objective #2: Develops clear thesis, and uses relevant and compelling content.

Objective #3 Organizes information clearly and logically with transitions between ideas.

Objective #4 Demonstrates correct grammar and spelling.

2. Comprehensive Outcomes

Our Senior Project course, required of all BFA students in their final semester, provides opportunity to assess students' comprehensive learning outcomes in the major. The outcomes are consistent with disciplinary standards and were reviewed for accreditation by the National Association of Schools of

Art and Design in 2014. While the Senior Project will continue to be part of the program, under the new curriculum it will be captured in our 4000-level advanced studio courses and 4860 instead of the old 4980 course. We expect to complete this curricular transition in Spring 2019.

3. Communicating Student Learning Outcomes

Student learning outcomes were provided with all studio art faculty at a Fine Art Area meeting and are posted on SharePoint for all faculty to reference.

4. Curriculum Map

See Attached

Measurement

5. Outcome Measure Alignment

A faculty assessment committee, working with input from studio art faculty, developed rubrics to be utilized in the evaluation of students' learning outcomes. All rubrics are approved by a vote of the full studio arts faculty.

Old Outcome Rubrics (Spring 2017)

BFA Outcome 1 Rubric

	BFA Outcome 1: Through the creation of a body of artwork in ARTS 4980 Senior Project, the student demonstrates the ability to define problems, identify strategies and propose & implement solutions. SLO 5			
Goals	Highly Accomplished 4	Accomplished 3	Benchmark 2	Below Expectations 1
In a written proposal, student defines proposed body of work	Proposed artwork is comprehensively and insightfully defined or described with focus on content, meaning and purpose	Proposed artwork is clearly defined or described with focus on content, meaning and purpose	Proposed artwork is superficially defined or described with focus on content, meaning and purpose	Proposed artwork is ill-defined/described with unclear focus on content, meaning and purpose
In a written proposal and meetings with faculty committee, student provides evidence of research related to proposed body of work	Thoroughly researches related artworks and/or artistic movements and is capable of fluidly and elegantly contextualizing proposed artwork within historical and contemporary art practices.	Researches related artworks and/or artistic movements and is capable of fully contextualizing proposed artwork within historical and contemporary art practices	Conducts little research of related artworks and/or artistic movements and is capable of contextualizing proposed artwork within some historical and contemporary art practices.	Does not conduct research of related artworks and/or artistic movements and is very limited in ability to contextualize proposed artwork within historical and contemporary art practices.
In a written proposal and in the creation of artwork student identifies creative process.	Proposes and uses an art-making approach that indicates a deep comprehension of possible outcomes.	Proposes and uses an art-making approach that demonstrates good comprehension of possible outcomes.	Proposes and uses an art-making approach that demonstrates comprehension of possible outcomes.	Proposes and uses an art-making approach that demonstrates limited comprehension of possible outcomes.

Student creates artwork	Imaginatively explores and integrates techniques, formal elements and content to create highly resolved and sophisticated works of art. Thoughtfully identifies strengths of approach as well as potential weaknesses and demonstrates a refined ability to adjust approach(es) as needed to achieve desired outcome.	Thoughtfully explores and integrates artistic approaches with focus on techniques, formal elements and content to create highly resolved works of art. Identifies strengths of approach as well as potential weaknesses and demonstrates ability to adjust approach as needed to achieve desired outcome.	Explores and integrates artistic approaches with focus on techniques, formal elements and content to create resolved works of art. Partially identifies strengths of approach as well as potential weaknesses and demonstrates some ability to adjust approach as needed to achieve desired outcome.	Inconsistently explores and integrates artistic approaches with focus on techniques, formal elements and content to create works of art. Has difficulty identifying strengths of approach as well as potential weaknesses and demonstrates inadequate ability to adjust approach as needed to achieve desired outcome.
In written project evaluation, student assesses outcome	Reviews results relative to defined goals and identifies with deep comprehension strengths and weaknesses of outcome.	Reviews results relative to defined goals and identifies strengths and weaknesses of outcome.	Reviews results relative to defined goals and partially identifies strengths and weaknesses of outcome	Reviews results relative to defined goals but is unable to identify strengths and weaknesses of outcome.

BFA outcome 3 Rubric

	BFA Outcome 3: Students will acquire a knowledge of historical artworks, and in ARTS 4980 Senior Project will demonstrate an understanding and appreciation of contemporary art practices as a context for their artwork. SLO 11				
Goals	Highly accomplished	Accomplished	Benchmark	Below expectations	score
	4	3	2	1	
In written Senior Project proposal, critiques, and written self-appraisal at end of term, the student exhibits an awareness and understanding of historical precedents as context for his or her own artwork.	Student is conversant of a wide range of historical and contemporary artists' work, and can convincingly situate his or her own work in this context.	Student is aware of many historical and contemporary artists' work, and can discuss similarities to and affinities with his or her own.	Student has some awareness of other artists' work that may be relevant to his or her own	Student exhibits no substantial knowledge of precedents to his or her work, or is unable to discuss their relevance to his or her own.	

Writing Outcome Rubric

	In Arts 4850 Professional Studio Practices, students will be able to write effectively (SLO 6)				
Goals	Highly accomplished	Accomplished	Benchmark	Below Expectations	
	4	3	2	1	
Context and Purpose	Demonstrates a thorough understanding of context, audience and purpose as framed by the assignment. The writer shows consistent awareness of audience.	Demonstrates a good understanding of context, audience and purpose as framed by the assignment. The writer shows adequate focus on audience.	Demonstrates an adequate understanding of context, audience and purpose as framed by the assignment. Begins to show awareness of audience.	Demonstrates minimal attention to context, audience and purpose as framed by the assignment.	

Thesis / Content Development	The thesis is insightful and clear. Masterfully uses appropriate, relevant and compelling content to convey an understanding and shaping of the whole.	The thesis is clear. Uses appropriate, relevant and compelling content to convey an understanding and shaping of the whole.	The thesis is only partly in focus. Uses mostly appropriate and relevant content through most of the writing.	The thesis is absent, inappropriate or incomprehensible. Uses appropriate content to develop simple ideas in some parts of the writing.
Structure/ Organization /Clarity	Overall structure and organization are appropriate to the assignment/audience. All ideas in the paper are clear and flow logically. Transitions show sophistication and originality.	Overall structure and organization are appropriate to the assignment/audience but minor improvements would aid reader comprehension. Most ideas in the paper are clear and flow logically. Transitions are appropriate.	Overall structure and organization is readable and somewhat appropriate to the assignment/audience though may be less evident and understandable in some places. Most ideas in the paper are clear and flow logically. Transitions are weak.	Overall structure and organization make the paper difficult to read. The paper does not flow logically. Transitions are confusing or missing.
Grammar and Spelling	Exemplary attention to grammar and spelling. Virtually no errors.	Good attention to grammar and spelling with occasional errors.	Somewhat careless attention to grammar and spelling with frequent errors.	Little attention to grammar and spelling with substantial errors.

New Outcome Rubrics (Effective Fall 2017)

BFA Outcome 1 Rubric

	ARTF Outcome 1: Students will demonstrate the ability to define problems, research relevant issues, anticipate outcomes, implement solutions (with technical, formal and expressive skill), and assess their outcomes (SLO 5). [ARTS 4240, ARTS 4340, ARTS 4440, ARTS 4540 or ARTS 4840]			
Goals / Objectives	Highly Accomplished 4	Accomplished 3	Benchmark 2	Below Expectations 1
In a written proposal, student defines the content, meaning and purpose of the proposed body of work	Proposed artwork is comprehensively and insightfully defined or described with focus on content, meaning and purpose	Proposed artwork is clearly defined or described with focus on content, meaning and purpose	Proposed artwork is superficially defined or described with focus on content, meaning and purpose	Proposed artwork is ill-defined/described with unclear focus on content, meaning and purpose

In a written proposal and meetings with faculty member, student provides evidence of research into technical problems and historical/contemporary issues within the field related to his/her proposed body of work	Student thoroughly researches media techniques, related artworks and/or artistic movements and is capable of fluid and sophisticated integration of the research into his/her artistic practice.	Student researches related media, techniques, artworks and/or artistic movements and is capable of fully capable of integrating the research into his/her artistic practice.	Student conducts little research of media, techniques, related artworks and/or artistic movements but is capable of integrating the research into his/her artistic practice.	Student does not conduct research of related artworks and/or artistic movements and has very limited ability to integrate the research into his/her art practice.
In a written proposal and in the creation of artwork student identifies creative process with an understanding of possible outcomes.	Student proposes and uses an art-making approach that indicates a deep comprehension of possible outcomes.	Student proposes and uses an art-making approach that demonstrates good comprehension of possible outcomes.	Student proposes and uses an art-making approach that demonstrates comprehension of possible outcomes.	Student proposes and uses an art-making approach that demonstrates limited comprehension of possible outcomes.
Student creates artworks exhibiting technical skill, formal consideration, and content.	Student explores and integrates techniques, formal elements and content to create highly resolved and sophisticated works of art.	Student explores and integrates artistic approaches with focus on techniques, formal elements and content to create highly resolved works of art.	Student begins to explore and integrate artistic approaches with focus on techniques, formal elements and content to create resolved works of art.	Student inconsistently explores and integrates artistic approaches with focus on techniques, formal elements and content to create works of art.
Student is able to identify strengths and weakness of project and adjust approach(es) to achieve desired outcomes.	Thoughtfully identifies strengths of approach as well as potential weaknesses and demonstrates a refined ability to adjust approach(es) as needed to achieve desired outcome.	Identifies strengths of approach as well as potential weaknesses and demonstrates ability to adjust approach as needed to achieve desired outcome.	Partially identifies strengths of approach as well as potential weaknesses and demonstrates some ability to adjust approach as needed to achieve desired outcome.	Has difficulty identifying strengths of approach as well as potential weaknesses and demonstrates inadequate ability to adjust approach as needed to achieve desired outcome.
In written project evaluation, student assesses outcome of their senior project, identifying strengths and weaknesses.	Student insightfully and comprehensively identifies strengths and weaknesses of their project relative to their own written defined goals.	Student comprehensively identifies strengths and weaknesses of their project relative to their own written defined goals.	Student identifies some strengths and weaknesses of their project relative to their own written defined goals.	Student has difficulty identifying strengths and weaknesses of their project relative to their own written defined goals.

BFA Outcome 2 Rubric

	BFA Outcome 2: Students will be able to effectively analyze and value historical artworks and contemporary art practices as context for their artwork (SLO i)			
Goals / Objectives	Highly Accomplished 4	Accomplished 3	Benchmark 2	Below Expectations 1
Define and apply methodologies to investigate the products of the creative process (Product)	Student analyzes and comments on the artwork of their peers consistently and insightfully.	Student analyzes and comments on the artwork of their peers with regularity and some insight.	Student analyzes and comments on the artwork of their peers with regularity and occasional insight.	Student analyzes and comments on the artwork of their peers infrequently and with little insight.

Define and apply methodologies to investigate the creative process through the study and/or participation in the production of art, design and other areas of creative practice (Process/Practice)	Student makes intelligent and consistent use of historical precedents and contemporary contexts to give sophistication and substance to his/her creative practice.	Student makes some intelligent and regular use of historical precedents and contemporary contexts to give sophistication and substance to his/her creative practice.	Student makes some intelligent and occasional use of historical precedents and contemporary contexts to give sophistication and substance to his/her creative practice.	Student makes little use of historical precedents and contemporary contexts to give sophistication and substance to his/her creative practice, or uses knowledge inappropriately (as in simple emulation or pastiche).
Define and apply methodologies to investigate and interpret information related to the historical, cultural, and other contexts of creative works, and subsequent and ongoing impact (Context)	Student is conversant of a wide range of historical and contemporary artists' work.	Student is aware of many historical and contemporary artists' work.	Student has some awareness of historical and contemporary artists' work.	Student exhibits little awareness of historical and contemporary artists' work.

BFA outcome 3 Rubric

	BFA Outcome 3 (Oral Communication): In order to become lifelong learners and use their education to solve practical problems, by the time of graduation, students will be able to effectively create and deliver oral presentations (SLO e)			
Goals / Objectives	Highly accomplished	Accomplished	Benchmark	Below expectations
	4	3	2	1
Group and sequence ideas and supporting material in a presentation (Organization)	Organizational pattern (including specific introduction and conclusion), is sequenced and consistently observable and makes the content of the presentation cohesive.	Organizational pattern (including specific introduction and conclusion), is generally clear and consistent.	Organizational pattern (including specific introduction and conclusion) is only intermittently observable.	Organizational pattern (including specific introduction and conclusion) is not visible.
Employ language appropriate to the topic and audience that is grammatical, clear, and free from bias (Language)	Style of oral communication is consistently appropriate for its intended audience. Student is able to identify different oral communication strategies as appropriate for different groups of listeners. Language choices are appropriately balanced and ethical.	Style of oral communication is generally appropriate for its intended audience. Student is generally able to identify different oral communication strategies as appropriate for different groups of listeners. Language choices are generally appropriate and ethical.	Style of oral communication is only intermittently appropriate for its intended audience. Student shows frequent uncertainty about the appropriateness of different oral communication strategies for different groups of listeners. Language choices occasionally are inappropriately biased.	Style of oral communication is not appropriate for its intended audience. Student shows wide-scale uncertainty about the appropriateness of different oral communication strategies for different groups of listeners. Language choices reflect inappropriate bias.
Stand and move with authority, look more often at the audience than at his/her speaking materials/notes, use their voice expressively, and use few vocal fillers ("um," "uh," "like," "you know," etc.; Delivery)	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation generally compelling, and speaker appears generally polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) are inconsistently used, weakening the presentation's impact. The speaker frequently seems to lack confidence and seem unpolished.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) are poorly used, making the presentation weak, and making the speaker seem to lack confidence.

Include credible and relevant supporting material (Supporting Material)	Content of oral presentation is credible and supports central message(s)	Content of oral presentation is generally credible and supportive of central message(s)	Content of oral presentation is not consistently credible and does not consistently support central message(s)	Content of oral presentation is not credible and does not support central message(s)
Articulate a clear central message that is easy to identify and compelling. (Central Message)	Central message is easy to identify and compelling.	Central message is generally easy to identify and compelling.	Central message is not consistently identifiable and compelling.	Central message is not identifiable and compelling.

BFA outcome 4 Rubric

	BFA Outcome 4 (Writing): Students will demonstrate that they are able to write with an awareness of audience, develop a clear thesis, organize information clearly, and use correct grammar and spelling (SLO 6)			
Goals / Objectives	Highly accomplished 4	Accomplished 3	Benchmark 2	Below Expectations 1
Writes with an awareness of context, audience and purpose	Demonstrates a thorough understanding of context, audience and purpose as framed by the assignment. The writer shows consistent awareness of audience.	Demonstrates a good understanding of context, audience and purpose as framed by the assignment. The writer shows adequate focus on audience.	Demonstrates an adequate understanding of context, audience and purpose as framed by the assignment. Begins to show awareness of audience.	Demonstrates minimal attention to context, audience and purpose as framed by the assignment.
Develops clear thesis, and uses relevant and compelling content	The thesis is insightful and clear. Masterfully uses appropriate, relevant and compelling content to convey an understanding and shaping of the whole.	The thesis is clear. Uses appropriate, relevant and compelling content to convey an understanding and shaping of the whole.	The thesis is only partly in focus. Uses mostly appropriate and relevant content through most of the writing.	The thesis is absent, inappropriate or incomprehensible. Uses appropriate content to develop simple ideas in some parts of the writing.
Organizes information clearly and logically with transitions between ideas	Overall structure and organization are appropriate to the assignment / audience. All ideas in the paper are clear and flow logically. Transitions show sophistication and originality.	Overall structure and organization are appropriate to the assignment / audience but minor improvements would aid reader comprehension. Most ideas in the paper are clear and flow logically. Transitions are appropriate.	Overall structure and organization is readable and somewhat appropriate to the assignment / audience though may be less evident and understandable in some places. Most ideas in the paper are clear and flow logically. Transitions are weak.	Overall structure and organization make the paper difficult to read. The paper does not flow logically. Transitions are confusing or missing.
Demonstrates correct grammar and spelling	Exemplary attention to grammar and spelling. Virtually no errors.	Good attention to grammar and spelling with occasional errors.	Somewhat careless attention to grammar and spelling with frequent errors.	Little attention to grammar and spelling with substantial errors.

6. Direct Measures

All assessment are direct measures using a rubric.

7. Data Collection

Data was collected in Fall 2017 from students in ARTS 4980 Senior Project for Outcomes 1 and 3 students and the Writing Assessment. A total of 5 students were enrolled in the course and all were evaluated. A faculty committee evaluated the student's written proposal for a body of artwork, the artwork as it evolves at several intervals through the semester, the finished work presented in a senior project exhibition, and a written self-evaluation at the end of the term. Each of these aspects of student ability and accomplishment was evaluated against rubrics. Each member of the faculty committee assessed each student on each outcome; the committee chair tabulated the results. Students created a number of written assignments including an artist statement, course reflection, and proposal all of which allow the instructor to evaluate the Writing Outcome.

Data was collected in Fall 2017 from students in the following courses.

	Outcome 1	Outcome 2: Objective 1	Outcome 2: Objective 2	Outcome 2: Objective 3	Outcome 3	Outcome 4
Timing	Semester of exhibition	Semester of exhibition	Semester of exhibition	Jr / Sr Year	Semester of exhibition	Semester of exhibition
Courses						
- Soph Review						
- 3800				x		
- 4240	x		x			x
- 4340	x		x			x
- 4440	x		x			x
- 4540	x		x			x
- 4840	x		x			x
- 4850 (Thru Sp 19)					x	x
- 4860		x			x	x
- 4980 (Thru Sp 19)	x	x	x	x		x

The undergraduate ARTF program is in the midst of a curricular transition with some students grandfathered in under the program's old thesis program and other students following the new thesis program. As a result, you will note that ARTS 4850 and 4980 are timed to expire in Spring 2019.

A faculty committee evaluated the students enrolled in 4980 to assess Outcomes 1, 2, and 4, and the committee chair tabulates the collective data. All other assessments were made by the faculty teaching each of the courses indicated in the above table. Faculty in the area of the student's specialization

(concentration) have the most suitable expertise to assess the quality of students' outcomes produced in those areas.

Results

8. Reporting Results

The language of the outcomes and objectives for the ARTF program were heavily revised this year, making it difficult to align the results listed below with data collected in previous years. Presuming that fewer revisions of the rubrics are made next academic year and beyond, it will be more feasible to analyze the data for trends over time

Old Outcome Rubrics (Spring 2017)

Expected Outcome 1: Student demonstrates problem solving ability

Objective #1 In written proposal, student defines proposed body of work.

20% (1/5) demonstrated Highly Accomplished skills: Proposed artwork is comprehensively and insightfully defined or described with focus on content, meaning and purpose.

40% (2/5) of students demonstrated Accomplished skills: Proposed artwork is clearly defined or described with focus on content, meaning and purpose

40% (2/5) demonstrated Benchmark skills: Proposed artwork is superficially defined or described with focus on content, meaning and purpose.

Objective #2 In a written proposal and meetings with faculty committee, student provides evidence of research related to proposed body of work.

20% (1/5) demonstrated Highly Accomplished skills: Thoroughly researches related artworks and/or artistic movements and is capable of fluidly and elegantly contextualizing proposed artwork within historical and contemporary art practices.

20% (1/5) of students demonstrated Accomplished skills: Researches related artworks and/or artistic movements and is capable of fully contextualizing proposed artwork within historical and contemporary art practices.

40% (2/5) demonstrated Benchmark skills: Conducts little research of related artworks and/or artistic movements and is capable of contextualizing proposed artwork within some historical and contemporary art practices.

20% (1/5) demonstrated Below Expectation skills: Does not conduct research of related artworks and/or artistic movements and is very limited in ability to contextualize proposed artwork within historical and contemporary art practices.

Objective #3 In written proposal and in the creation of artwork student identifies creative process.

0% (0/5) demonstrated Highly Accomplished skills: Proposes an art-making approach that indicates a deep comprehension of possible outcomes.

40% (2/5) demonstrated Accomplished skills: Proposes and uses an art-making approach that demonstrates good comprehension of possible outcomes.

60% (3/5) demonstrated Benchmark skills: Proposes and uses an art-making approach that demonstrates comprehension of possible outcomes.

0% (0/10) demonstrated Below Expectation skills: Proposes and uses an art-making approach that demonstrates limited comprehension of possible outcomes.

Objective #4 Student creates artwork.

40% (2/5) demonstrated Highly Accomplished skills: Imaginatively explores and integrates techniques, formal elements and content to create highly resolved and sophisticated works of art. Thoughtfully identifies strengths of approach as well as potential weaknesses and demonstrates a refined ability to adjust approach(es) as needed to achieve desired outcome.

0% (0/5) demonstrated Accomplished skills: Thoughtfully explores and integrates artistic approaches with focus on techniques, formal elements and content to create highly resolved works of art. Identifies strengths of approach as well as potential weaknesses and demonstrates ability to adjust approach as needed to achieve desired outcome.

40% (2/5) demonstrated Benchmark skills: Explores and integrates artistic approaches with focus on techniques, formal elements and content to create resolved works of art. Partially identifies strengths of approach as well as weaknesses and demonstrates some ability to adjust approach as needed to achieve desired outcome.

20% (1/5) demonstrated Below Expectation skills: Inconsistently explores and integrates artistic approaches with focus on techniques, formal elements and content to create works of art. Has difficulty identifying strengths of approach as well as potential weaknesses and demonstrates inadequate ability to adjust approach as needed to achieve desired outcome.

Objective #5 In written project evaluation, student assesses outcome.

40% (2/5) demonstrated Highly Accomplished skills: Reviews results relative to defined goals and identifies with deep comprehension strengths and weakness of outcome.

40% (2/5) demonstrated Accomplished skills: Reviews results relative to defined goals and identifies strengths and weaknesses of outcome.

0% (0/5) demonstrated Benchmark skills: Reviews results relative to defined goals and partially identifies strengths and weaknesses of outcome

20% (1/5) demonstrated Below Expectation skills: Reviews results relative to defined goals but is unable to identify strengths and weaknesses of outcome.

Expected Outcome 3: Appreciation of historical and contemporary artworks

Objective #1 In written Senior project proposal, critiques, and written self-appraisal at end of each term, the student exhibits an awareness and understanding of historical precedents as context for his or her own artwork.

20% (1/5) demonstrated Highly Accomplished skills: Student makes intelligent use of precedents and contemporary contexts to help give sophistication and substance to inventive personal work.

20% (1/5) demonstrated Accomplished skills: Student is aware of many historical and contemporary artist's work and can discuss similarities to and affinities with his or her own work.

40% (2/5) demonstrated Basic skills: Student has some awareness of other artists' work that may be relevant to his or her own artwork.

20% (1/5) demonstrated Below Expectations skills: Student exhibits no substantial knowledge of precedents to his or her work, or is unable to discuss their relevance to his or her own artwork.

Writing Outcome: Through writing assignments in ARTS 4850, ARTF students will demonstrate that they are able to write effectively (SLO)

Objective #1: Context and purpose.

25% (1/4) demonstrated Highly Accomplished skills: Demonstrates a thorough understanding of context, audience and purpose as framed by the assignment

25% (1/4) demonstrated Accomplished skills: Demonstrates a good understanding of context, audience and purpose as framed by the assignment.

25% (1/4) demonstrated Benchmark skills: Demonstrates an adequate understanding of context, audience and purpose as framed by the assignment

25% (1/4) demonstrated Below Expectation skills: Demonstrates minimal attention to context, audience and purpose as framed by the assignment.

Objective #2: Thesis / Content Development

25% (1/4) demonstrated Highly Accomplished skills: Masterfully uses appropriate, relevant and compelling content to convey an understanding and shaping of the whole

25% (1/4) demonstrated Accomplished skills: Uses appropriate, relevant and compelling content to convey an understanding and shaping of the whole.

50% (2/4) demonstrated Benchmark skills: Uses mostly appropriate and relevant content through most of the writing.

Objective #3: Structure, organization, and clarity.

0% (0/4) demonstrated Highly Accomplished skills: Overall structure and organization are appropriate to the assignment/audience.

75% (3/4) demonstrated Accomplished skills: Overall structure and organization are appropriate to the assignment/audience but minor improvements would aid reader comprehension.

25% (1/4) demonstrated Benchmark skills: Overall structure and organization is readable and somewhat appropriate to the assignment/audience though may be less evident and understandable in some places.

0% (0/4) demonstrated Below Expectation skills: Overall structure and organization make the paper difficult to read

Objective #4: Grammar and spelling.

75% (3/4) demonstrated Highly Accomplished skills: Exemplary attention to grammar and spelling

0% (0/4) demonstrated Accomplished skills: Good attention to grammar and spelling with occasional errors.

25% (1/4) demonstrated Benchmark skills: Somewhat careless attention to grammar and spelling with frequent errors.

0% (0/4) demonstrated Below Expectation skills: Little attention to grammar and spelling with substantial errors.

New Outcome Rubrics (Effective Fall 2017)

Outcome 1:

Objective #1 In a written proposal, student defines the content, meaning and purpose of the proposed body of work.

- 0% (0/1) demonstrated Highly Accomplished skills: Proposed artwork is comprehensively and insightfully defined or described with focus on content, meaning and purpose.
- 100% (1/1) of students demonstrated Accomplished skills: Proposed artwork is clearly defined or described with focus on content, meaning and purpose
- 0% (0/1) demonstrated Benchmark skills: Proposed artwork is superficially defined or described with focus on content, meaning and purpose.
- 0% (0/1) demonstrated Below Expectation skills: Proposed artwork is ill-defined/described with unclear focus on content, meaning and purpose

Objective #2 In a written proposal and meetings with faculty member, student provides evidence of research into technical problems and historical/contemporary issues within the field related to his/her proposed body of work.

- 0% (0/1) demonstrated Highly Accomplished skills: Student thoroughly researches media techniques, related artworks and/or artistic movements and is capable of fluid and sophisticated integration of the research into his/her artistic practice.
- 100% (1/1) of students demonstrated Accomplished skills: Student researches related media, techniques, artworks and/or artistic movements and is capable of fully capable of integrating the research into his/her artistic practice.

- 0% (0/1) demonstrated Benchmark skills: Student conducts little research of media, techniques, related artworks and/or artistic movements but is capable of integrating the research into his/her artistic practice.
- 0% (0/1) demonstrated Below Expectation skills: Student does not conduct research of related artworks and/or artistic movements and has very limited ability to integrate the research into his/her art practice.

Objective #3 In a written proposal and in the creation of artwork student identifies creative process with an understanding of possible outcomes.

- 0% (0/1) demonstrated Highly Accomplished skills: Student proposes and uses an art-making approach that indicates a deep comprehension of possible outcomes.
- 0% (0/1) demonstrated Accomplished skills: Student proposes and uses an art-making approach that demonstrates good comprehension of possible outcomes.
- 100% (1/1) demonstrated Benchmark skills: Student proposes and uses an art-making approach that demonstrates comprehension of possible outcomes.
- 0% (0/1) demonstrated Below Expectation skills: Student proposes and uses an art-making approach that demonstrates limited comprehension of possible outcomes.

Objective #4 Student creates artworks exhibiting technical skill, formal consideration, and content.

- 0% (0/1) demonstrated Highly Accomplished skills: Student explores and integrates techniques, formal elements and content to create highly resolved and sophisticated works of art.
- 0% (0/1) demonstrated Accomplished skills: Student explores and integrates artistic approaches with focus on techniques, formal elements and content to create highly resolved works of art.
- 100% (1/1) demonstrated Benchmark skills: Student begins to explore and integrate artistic approaches with focus on techniques, formal elements and content to create resolved works of art.
- 0% (0/1) demonstrated Below Expectation skills: Student inconsistently explores and integrates artistic approaches with focus on techniques, formal elements and content to create works of art.

Objective #5 Student is able to identify strengths and weakness of project and adjust approach(es) to achieve desired outcomes.

- 0% (0/1) demonstrated Highly Accomplished skills: Thoughtfully identifies strengths of approach as well as potential weaknesses and demonstrates a refined ability to adjust approach(es) as needed to achieve desired outcome.
- 0% (0/1) demonstrated Accomplished skills: Identifies strengths of approach as well as potential weaknesses and demonstrates ability to adjust approach as needed to achieve desired outcome.
- 100% (0/1) demonstrated Benchmark skills: Partially identifies strengths of approach as well as potential weaknesses and demonstrates some ability to adjust approach as needed to achieve desired outcome.
- 0% (0/1) demonstrated Below Expectation skills: Has difficulty identifying strengths of approach as well as potential weaknesses and demonstrates inadequate ability to adjust approach as needed to achieve desired outcome.

Objective #6 In written project evaluation, student assesses outcome of their senior project, identifying strengths and weaknesses.

- 0% (0/1) demonstrated Highly Accomplished skills: Student insightfully and comprehensively identifies strengths and weaknesses of their project relative to their own written defined goals.
- 0% (0/1) demonstrated Accomplished skills: Student comprehensively identifies strengths and weaknesses of their project relative to their own written defined goals.

- 100% (1/1) demonstrated Benchmark skills: Student identifies some strengths and weaknesses of their project relative to their own written defined goals.
- 0% (0/1) demonstrated Below Expectation skills: Student has difficulty identifying strengths and weaknesses of their project relative to their own written defined goals.

Outcome 2:

Objective #1 Define and apply methodologies to investigate the products of the creative process (Product)

- 0% (0/1) demonstrated Highly Accomplished skills: Student analyzes and comments on the artwork of their peers consistently and insightfully.
- 0% (0/1) demonstrated Accomplished skills: Student analyzes and comments on the artwork of their peers with regularity and some insight.
- 100% (1/1) demonstrated Benchmark skills: Student analyzes and comments on the artwork of their peers with regularity and occasional insight.
- 0% (0/1) demonstrated Below Expectation skills: Student analyzes and comments on the artwork of their peers infrequently and with little insight.

Objective #2 Define and apply methodologies to investigate the creative process through the study and/or participation in the production of art, design and other areas of creative practice (Process/Practice)

- 0% (0/1) demonstrated Highly Accomplished skills: Student makes intelligent and consistent use of historical precedents and contemporary contexts to give sophistication and substance to his/her creative practice.
- 0% (0/1) demonstrated Accomplished skills: Student makes some intelligent and regular use of historical precedents and contemporary contexts to give sophistication and substance to his/her creative practice.
- 100% (1/1) demonstrated Benchmark skills: Student makes some intelligent and occasional use of historical precedents and contemporary contexts to give sophistication and substance to his/her creative practice.
- 0% (0/1) demonstrated Below Expectation skills: Student makes little use of historical precedents and contemporary contexts to give sophistication and substance to his/her creative practice, or uses knowledge inappropriately (as in simple emulation or pastiche).

Objective #3 Define and apply methodologies to investigate and interpret information related to the historical, cultural, and other contexts of creative works, and subsequent and ongoing impact (Context)

- 0% (0/1) demonstrated Highly Accomplished skills: Student is conversant of a wide range of historical and contemporary artists' work.
- 100% (1/1) demonstrated Accomplished skills: Student is aware of many historical and contemporary artists' work.
- 0% (0/1) demonstrated Benchmark skills: Student has some awareness of historical and contemporary artists' work.
- 0% (0/1) demonstrated Below Expectation skills: Student exhibits little awareness of historical and contemporary artists' work.

Outcome 3:

Objective #1 Group and sequence ideas and supporting material in a presentation (Organization).

- 0% (0/1) Advanced: Organizational pattern (including specific introduction and conclusion), is sequenced and consistently observable and makes the content of the presentation cohesive.
- 0% (0/1) Intermediate: Organizational pattern (including specific introduction and conclusion), is generally clear and consistent.
- 100% (1/1) Basic: Organizational pattern (including specific introduction and conclusion) is only intermittently observable.
- 0% (0/1) Little/None: Organizational pattern (including specific introduction and conclusion) is not visible.

Objective #2 Employ language appropriate to the topic and audience that is grammatical, clear, and free from bias (Language).

- 0% (0/1) Advanced: Style of oral communication is consistently appropriate for its intended audience. Student is able to identify different oral communication strategies as appropriate for different groups of listeners. Language choices are appropriately balanced and ethical.
- 0% (0/1) Intermediate: Style of oral communication is generally appropriate for its intended audience. Student is generally able to identify different oral communication strategies as appropriate for different groups of listeners. Language choices are generally appropriate and ethical.
- 100% (1/1) Basic: Style of oral communication is only intermittently appropriate for its intended audience. Student shows frequent uncertainty about the appropriateness of different oral communication strategies for different groups of listeners. Language choices occasionally are inappropriately biased.
- 0% (0/1) Little/None: Style of oral communication is not appropriate for its intended audience. Student shows wide-scale uncertainty about the appropriateness of different oral communication strategies for different groups of listeners. Language choices reflect inappropriate bias.

Objective #3 Stand and move with authority, look more often at the audience than at his/her speaking materials/notes, use their voice expressively, and use few vocal fillers (“um,” “uh,” “like,” “you know,” etc.; Delivery)

- 0% (0/1) Advanced: Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.
- 0% (0/1) Intermediate: Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation generally compelling, and speaker appears generally polished and confident.
- 100% (0/1) Basic: Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) are inconsistently used, weakening the presentation's impact. The speaker frequently seems to lack confidence and seem unpolished.
- 0% (0/1) Little/None: Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) are poorly used, making the presentation weak, and making the speaker seem to lack confidence.

Objective #4 Include credible and relevant supporting material (Supporting Material)

- 0% (0/1) Advanced: Content of oral presentation is credible and supports central message(s)
- 100% (1/1) Intermediate: Content of oral presentation is generally credible and supportive of central message(s)
- 0% (0/1) Basic: Content of oral presentation is not consistently credible and does not consistently support central message(s)
- 0% (0/1) Little/None: Content of oral presentation is not credible and does not support central message(s)

Objective #5 Articulate a clear central message that is easy to identify and compelling. (Central Message)

- 0% (0/1) Advanced: Central message is easy to identify and compelling.
- 0% (0/1) Intermediate: Central message is generally easy to identify and compelling.
- 100% (1/1) Basic: Central message is not consistently identifiable and compelling.
- 0% (0/1) Little/None: Central message is not identifiable and compelling.

Outcome 4:

Objective #1 Student writing demonstrates an understanding of context and purpose.

- 0% (0/1) demonstrated Highly Accomplished skills: Demonstrates a thorough understanding of context, audience and purpose as framed by the assignment
- 100% (1/1) demonstrated Accomplished skills: Demonstrates a good understanding of context, audience and purpose as framed by the assignment.
- 0% (0/1) demonstrated Benchmark skills: Demonstrates an adequate understanding of context, audience and purpose as framed by the assignment
- 0% (0/1) demonstrated Below Expectation skills: Demonstrates minimal attention to context, audience and purpose as framed by the assignment.

Objective #2 Develops clear thesis, and uses relevant and compelling content.

- 0% (0/1) demonstrated Highly Accomplished skills: The thesis is insightful and clear. Masterfully uses appropriate, relevant and compelling content to convey an understanding and shaping of the whole.
- 100% (1/1) demonstrated Accomplished skills: The thesis is clear. Uses appropriate, relevant and compelling content to convey an understanding and shaping of the whole.
- 0% (0/1) demonstrated Benchmark skills: The thesis is only partly in focus. Uses mostly appropriate and relevant content through most of the writing.
- 0% (0/1) demonstrated Below Expectation skills: The thesis is absent, inappropriate or incomprehensible. Uses appropriate content to develop simple ideas in some parts of the writing.

Objective #3 Organizes information clearly and logically with transitions between ideas.

- 0% (0/1) demonstrated Highly Accomplished skills: Overall structure and organization are appropriate to the assignment / audience. All ideas in the paper are clear and flow logically. Transitions show sophistication and originality.
- 0% (0/1) demonstrated Accomplished skills: Overall structure and organization are appropriate to the assignment / audience but minor improvements would aid reader comprehension. Most ideas in the paper are clear and flow logically. Transitions are appropriate.
- 100% (1/1) demonstrated Benchmark skills: Overall structure and organization is readable and somewhat appropriate to the assignment / audience though may be less evident and understandable in some places. Most ideas in the paper are clear and flow logically. Transitions are weak.
- 0% (0/1) demonstrated Below Expectation skills: Overall structure and organization make the paper difficult to read. The paper does not flow logically. Transitions are confusing or missing.

Objective #4 Demonstrates correct grammar and spelling.

- 0% (0/1) demonstrated Highly Accomplished skills: Exemplary attention to grammar and spelling. Virtually no errors.

- 100% (1/1) demonstrated Accomplished skills: Good attention to grammar and spelling with occasional errors.
- 0% (0/1) demonstrated Benchmark skills: Somewhat careless attention to grammar and spelling with frequent errors.
- 0% (0/1) demonstrated Below Expectation skills: Little attention to grammar and spelling with substantial errors.

9. Interpreting Results

In the Spring 2017 semester, under the old system of rubrics, students demonstrated their capacity to meet the objectives outlined in the student learning outcomes identified above: their ability to solving problems; their ability to demonstrate an appreciation of historical and contemporary artworks; and their ability to write effectively. Overall, four of the five the students demonstrated a mix of highly accomplished, accomplished, and benchmark skills. One of the five students consistently demonstrated skills that were below expectations.

In the Fall 2017 semester, under the newly revised rubrics, the student demonstrated her capacity to meet the objectives outlined in the student learning outcomes identified above: the ability to define problems, research relevant issues, anticipate outcomes, implement solutions (with technical, formal and expressive skill), and assess their outcomes; the ability to effectively analyze and value historical artworks and contemporary art practices as context for their artwork; the ability to effectively create and deliver oral presentations; and the ability write with an awareness of audience, develop a clear thesis, organize information clearly, and use correct grammar and spelling. Overall, the student demonstrated a mix of benchmark and accomplished skills

Given the small sample size of the collected data and the substantial revision of the program's rubrics, it is difficult to draw meaningful conclusions from the year's results. Overall, students assessed in CY 2017 performed similarly to those in CY 2016 and CY 2015. The varying enrollment in the Sr. Project course each semester, combined with the limited number of students in Fall 2017, limits the capacity for meaningful interpretation at this point.

Objectives to which studio art faculty may wish to direct their attention, as a majority of students were marked as benchmark, include the students' ability to in a written proposal and in the creation of artwork to identify their creative process with an understanding of possible outcomes (Outcome 1, Objective 3); and their ability to define and apply methodologies to investigate and interpret information related to the historical, cultural, and other contexts of creative works, and subsequent and ongoing impact (Outcome 2, Objective 3). Similar weaknesses in students' abilities were noted in Spring 2016, although they were absent in Fall 2016.

10. Communicating Results

Data from last year's report was prepared late in the Spring semester of 2017 and was shared with all faculty at the first faculty meeting of Fall semester 2017. The feedback on last year's reports was also posted on the department's SharePoint site for all faculty to access.

Revisions to the ARTF program's rubrics and curriculum map were drafted in committee during the Fall 2017, and then discussed and approved by the entire studio art faculty (who teach the students in the ARTF program) over the course of several area meetings.

Data for this year's report was prepared late in the Spring semester of 2018. It will be shared with all faculty at the first faculty meeting of Fall semester 2018. The studio art faculty meeting will further discuss the results early in the Fall 2018 semester.

Use of Results

11. Purposeful Reflection and Action Plan

As mentioned above, the faculty is in the process of transitioning the ARTF curriculum as a result, in part, of our recent reaccreditation review by the National Association of Schools of Art and Design. Over the next several years, the phase-in of several curricular changes has the potential to address several weaker areas in the program. Specifically, we are phasing out ARTS 4980, Senior Project and adding 3 semesters of ARTS 4860, BFA Critique Seminar course. In addition, an additional semester of study at the 4000-level in the area of the student's concentration has been added to the degree program enabling students to complete their senior projects under the direct guidance of the individual faculty member within their area of concentration. Working with a faculty member with expertise in the students' particular media will provide students with more consistent conceptual and technical input leading to better problem solving (Outcome 1 and Outcome 2: Objective 2) as students create work for their senior project exhibition. The BFA Critique Seminar course ran for the first time in the Fall of 2017 and brings together students from all media and disciplines to discuss and evaluate one another's creative research (Outcome 2: Objective 1). Observing the assessed outcomes in the degree program over the next 3 years will provide the faculty with useful metrics with which to evaluate how well these recent curriculum changes are achieving the desired learning outcomes.

In addition to these changes in the studio art curriculum, a revision to the art history curriculum will reduce the number of introductory survey classes that students take from 3 to 2 (ARTS-1710, 1720, and 1730 to ARTS-2100 and 2150), while simultaneously increasing the number of upper-level courses taken from 1 to 2. This additional work and research conducted at the 3000-level has the potential to strengthen our students' understanding of the historical, cultural, and other contexts of creative works (Outcome 2, Objective 3). In addition, this upper-level course will intensively focus on the development of writing skills (Outcome 4).

As mentioned above, the results of the most recently-collected assessment rubrics will be discussed by studio art faculty early in area-specific meetings in the Fall 2018 semester. Members of the departmental Assessment Committee will present the collected data from the previous year's report and discuss with the larger faculty whether the results merit any changes in the curriculum to better support student learning. Any suggested changes to the curriculum that result from that discussion will then be taken up by the department's Curriculum Committee to review in more detail.

