

School of Art + Design Assessment Process

The SoA+D is guided by the Vision, Mission and Core Values of the College of Fine Arts

College of Fine Arts Mission

The College is dedicated to the overall advancement of the arts through active participation in artistic and humanistic dialogue. We are committed to challenging, enriching and educating students through the creation and study of the arts. As the region's primary cultural resource, the College engages people of the university, the larger community and the geographic region in the arts.

College Vision Statement

The College of Fine Arts will be a national leader in professional training and education in the arts. The College will be recognized for the Distinctive professional work of its faculty and students, and for the breadth, depth and currency of its programs. The college will be a model for excellence in its specialized programs and interdisciplinary collaborations. The college will reflect a diversity of ideas, cultures, and creative work.

Core Values:

- To support the artistic efforts of individual and collaborative visions
- To create art that challenges social consciousness, embraces diversity, and advances the arts in society
- To foster an environment that includes traditional and new modes of expression
- To facilitate cross cultural experiences and diverse ideas
- To integrate the arts into the fabric of the university

Underlying all of our core values is the belief that the arts are an essential element of the human experience. These core values shall promote excellence and guide our decision-making.

Student Focus:

Positioned within the Core Values of the College of Fine Arts, our goals for students in the differentiated programs are:

BFA Art Students have been trained professionally to work in the artistic arena and/or to continue training at the MFA level.

BA Art Students have been trained professionally to work in administrative or informational positions in the artistic arena.

BA Art History Students have been trained to work in administrative positions, in museums, galleries, and exhibition spaces.

MFA Art Students have been trained professionally to work in the artistic arena and/or as instructors at the level of universities and art colleges.

MA Art History Students have been trained to go into Ph.D programs, to work at higher administrative positions in museums, galleries, and exhibition spaces.

MFA

For the MFA degree there are three Student Learning Outcomes:

1. Creative Process: Student realizes the creative and technical principles of studio practice in the development of unique creative works.
2. Scholarly Inquiry: Student analyzes his/her work, and current creative activity within the contemporary and historical context.
3. Professional Practices: Student uses appropriate practices, and strategies for professional success in studio art through public presentation of creative activities.

MFA Assessment Tools:

1. Creative Process Assessment Tool
 - i. Demonstrated competency in skills, techniques and material germane to the student's research focus.
2. Scholarly Inquiry Assessment Tool
 - i. Student identifies key figures, works, and sources in support of a clearly stated thesis, contextualizing his/her work.
3. Professional Practices Assessment Tool
 - i. Student generates documents appropriate to professional practice, and successfully executes a corresponding public exhibit of their creative work.

MFA Assessment Tools Location:

1. Assessment occurs at Thesis Defense with a minimum of 2 faculty members evaluating the student. Thesis creative content, scholarly artist statement and professional documentation focus and methodology are to be determined by individual students in consultation with advisors
 - a. The MFA Thesis Evaluation form is used.
 - b. The form rates each of the assessment tools on the following 1-5 scale: 1 = Does not meet expectations, 2 = Falls below expectations, 3 = Meets expectations, 4 = Above expectations, 5 = Exceeds expectations*

MFA Assessment Reporting/Closing the Loop

1. MFA Thesis Evaluation forms are collated for each degree every year along with visual and written evidence from each Thesis Participating Student.
2. Every year area faculty collate the previous year's data, then meet and write conclusions and propose actions if any.
3. Every year all programmatic chairs meet and present these conclusions and propose actions and goals. The APC will then collectively write conclusions and forward proposed actions to the Director.

MA – Art History

For the MA - AH degree there are three Student Learning Outcomes:

1. Critical Analysis: Student critically analyzes textual readings, art works, and visual objects.
2. Scholarly Inquiry: Student discusses the current state of the scholarly field.
3. Interpretive Research Acuity: Student conducts interpretive research across all media and platforms and presents the outcomes, in ways fitting for particular projects.

MA – AH Assessment Tools:

1. Critical Analysis Assessment Tool
Criticality in reading texts and in studying visual objects.
2. Scholarly Inquiry Assessment Tool
Knowledge in the current state of the field.
3. Interpretive Research Acuity Assessment Tool
Knowledge in interpretive research methods, resources and presenting the outcome.

MA – AH Assessment Tools Location:

1. Assessment occurs in the MA Thesis Project evaluated by a minimum of 2 area faculty members. Thesis topic and methodology are to be determined by individual students with advisors, and in close working relationship on the project with theses committees. As partial requirement of the MA, the thesis represents the culmination of the course of study. The extended writing project is designed for individual students both to engage the knowledge and criticality gained in the course and to help explore possibilities in the next phase, in academia or in the exhibiting and cultural areas.
 - i) The MA – AH Thesis Project Evaluation form is used.
 - a) The form rates each of the assessment tools on the following 1-5 scale: 1 = Does not meet expectations, 2 = Falls below expectations, 3 = Meets expectations, 4 = Above expectations, 5 = Exceeds expectations*

Reporting/Closing the Loop MA-AH

1. MA-AH Thesis Project Evaluation forms are collated every year along with visual and written evidence from each Thesis Participating Student.
2. Every year area faculty collate the previous year's data, then meet and write conclusions and propose actions if any.
3. Every year all programmatic chairs meet and present these conclusions and propose actions and goals. The APC will then collectively write conclusions and forward proposed actions to the Director.

SoA+D Assessment Procedures and Timelines

The Faculty of the SoA+D recognizes the importance of assessing student learning in an ongoing effort to maintain and improve the success of our programs and students. Our assessment process will help determine whether or not our existing curriculum, procedures and/or structures are all leading to desired learning outcomes.

The use of multiple assessors ensures reliability given possible inherent subjectivity. This will also allow for empirical assessment data, based on clearly defined Student Learning Outcomes, which help pinpoint areas that may need improvement.

The current benchmark considered a successful meeting of each Capstone Student Learning Outcome is an average score of 4 “Above Expectations.” This benchmark has been established based on high expectations commensurate with the rising national ranking of the SoA+D. Specifically, an average score of “4” means the following:

MFA Art students – Organize a solo professional exhibition and/or be qualified to move forward into a variety of art-related, professional careers.

BFA Art students – Organize a group exhibition and/or be qualified to move forward into a variety of art-related, professional positions or acceptance into an MFA program.

BA Art students – Participate in a group exhibit and/or be qualified work in administrative or informational positions in the artistic arena.

BA Art History students – Qualified to work in administrative positions, in museums, galleries, and exhibition spaces.

MA Art History students – Qualified to go into Ph.D programs, to work at higher administrative positions in museums, galleries, and exhibition spaces.

Closing the Loop occurs formally every year in the fall at the second All Programmatic Chairs meeting. This is a time of collective reflection and action based on the assessments and process from the previous year, presented by the chair of each program.

This meeting takes into consideration the make up of our representative sample, collated data, comments and evidence. Conclusions are noted and proposed actions are recorded for each program, and if necessary, voted on by appropriate faculty members in accordance with SoA+D policies. These conclusions and actions are collated and filed with program assessment documents and reported to the director.

Proposed actions have a specified implementation timeline and expected outcomes.

Also, at this meeting the assessment process itself is examined as confirmation of benchmark to be met, that the sample size is representative, that actionable results are being obtained, and that the process is efficient and effective. Conclusions are noted and proposed actions are written and if necessary, voted on by appropriate faculty members in accordance with SoA+D policies. These conclusions and actions are also collated and filed with program assessment documents and reported to the director.

Explanation of Ratings:

5 - Exceeds expectations

One who answers all of the assessment tool requirements at a level so far above the average as to be visibly outstanding. It is assumed that he or she does more than is required.

4 - Above expectations

One who answers all of the assessment tool requirements and performs at a level measurably above the average.

3 - Meets expectations

One who answers all of the assessment tool requirements and performs adequately in so doing. This is the standard of competence.

2 - Falls below expectations

One who answers all of the assessment tool requirements, but performs at a level measurably below the average.

1 - Does not meet expectations

One who either does not answer all of the assessment tool requirements, or performs inadequately, or both.