Expected Outcomes: ability to define problems and implement solutions

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.

Related typical general education outcomes:

6  Ability to Solve Open-Ended Problems
12  Aesthetic Appreciation and Engagement

Assessment methods

Method: faculty committee evaluates the student’s artwork

A faculty committee evaluates the student’s written proposal, the artwork created 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 accomplishment is evaluated against the attached rubric. This newly-devised rubric affords greater detail in our assessment practice.

Findings:

- In creation of a well-written and well-conceived proposal, all students attained or surpassed our benchmark; 83% were evaluated as accomplished or highly accomplished.
- In our evaluation of preparatory research related to proposed body of work, 85% of students were rated as accomplished and 15% as highly accomplished.
- In development of a successful approach to the problem the student devised, all students were rated as accomplished or highly accomplished.
- In the execution of the proposed artwork, and achieving technical, formal, and conceptual resolution, 68% of students were judged to be highly accomplished, and all students exceeded our benchmark criteria.
- In the written self-assessment of outcomes, 51% of students were judged to be highly accomplished, 34% to be accomplished and 17% to meet our benchmark.

How did you use findings for improvement?

Many of these findings are strongly positive, but all address the core competencies we expect of our students, so we see value in continuing to assess for them. And while we see a preponderance of highly competent work in this cohort, we see opportunities to provide more direction in the written components here evaluated, and to help students gain earlier momentum in the Senior Project studio work. In our annual assessment meeting, and in discussions in our assessment committee and curriculum committee, we have agreed to pursue changes in structure for our Senior Projects course. This is to allow students to meet their Senior Project director and committee and discuss proposed work in the semester prior, and would culture earlier development of the student proposal and greater opportunity for faculty input and direction.

Additional comments:

We have implemented exit interviews with all graduating majors. These BFA graduates remarked a particular satisfaction with mentorship in the department. A majority related that...
they had such a relationship with at least one faculty member who was encouraging and engaged and available for consultation beyond scheduled class times. There was consensus that the high expectations articulated by faculty mentors contributed strongly to student success.

### Expected Outcomes: Students will solve problem-based art assignments

Students will solve problem-based art assignments demonstrating an ability to comprehend problems and identify multiple solutions to create effective visual statements.

**Related typical general education outcomes:**

12. Aesthetic Appreciation and Engagement

### Assessment methods

**Method:** Students will solve problem-based art assignments

Students will solve problem-based art assignments demonstrating an ability to comprehend problems and identify multiple solutions to create effective visual statements. (SLO 5) This outcome is focused on students’ ability to comprehend and solve problems they are given in beginning and intermediate studio courses, and is thus designed to permit more “vertical” assessment in the department. We have developed new practices and a detailed rubric (attached) to assess for this outcome. These will utilize our new sophomore portfolio review, which we are implementing this year as an entry process for the BFA program. The first cohort of students to which it applies will be evaluated this spring term, so no data is presently available.

**Findings:**

None; see above

**How did you use findings for improvement?**

Not applicable

**Additional comments:**

None

### Expected Outcomes: Students acquire knowledge of historical 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.

**Related typical general education outcomes:**

12. Aesthetic Appreciation and Engagement

### Assessment methods

**Method:** faculty committee evaluates the student’s artwork

A faculty committee evaluates the student’s written proposal, the artwork created 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. In written materials students are expected to address historical and contemporary precedents for their work. Oral presentations at mid-semester and the end of term also include treatment of these aspects. The studio work itself is assessed for...
its engagement with and understanding of historical and contemporary influences. Each of these components of student accomplishment is evaluated by a faculty committee against the attached rubric.

Findings:

Our BFA students are universally, significantly, engaged with historical and contemporary precedents and influences in their studio work. All this years’ graduates exhibited sophisticated use of at least some sources; in general terms students were more adept at skillful visual use of these than in writing and discussion of them. We examined these aspects of the expected outcome:  
- Student awareness and understanding of historical precedents as context for his or her own artwork (as evidenced in written and oral presentation): 100% of students were deemed accomplished in this regard, but no students highly accomplished.  
- Utilization of this knowledge to enrich their artwork: 51% of students were rated highly accomplished, with 34% of students rated accomplished, and 15% of students at benchmark.

How did you use findings for improvement?

We see significant accomplishment in this aspect of instruction and student attainement. But we are considering curricular and pedagogical adjustments to improve student success. In particular, we would like to allow more time for students to develop their guided research and preparation for the Senior Project semester. We are proposing to increase the course to 6 credit hours from 4, and to extend some of the consultation and writing instruction into the prior semester. We expect that student research and writing skills can be better cultured with the change.

Additional comments:

None