

Institutional Effectiveness 2022-2023

Program: Fine Arts BFA

College and Department: College of Fine Arts; Department of Art, Craft, & Design

Contact: Kimberly Winkle

Mission:

The mission of the School of Art, Craft, & Design is to prepare its majors for careers or meaningful experiences in visual art studios, design practice, and art education. More broadly, the SAC&D seeks to enable students to discover creative potential, learn skills in design processes, acquire cultural knowledge, and develop critical faculties through visual art experiences. The SAC&D also seeks to instill an appreciation of visual arts in all University students and to broaden the cultural perspective of the community, state, and region. A unique facet of Tennessee Tech is the School of Art, Craft & Design's satellite campus, the Appalachian Center for Craft, which is dedicated to promoting excellence in American craft by providing access to the highest quality professional education in studio crafts and presenting diverse craft artists, works and events in a community arts context. The ACC's primary function is in support of the academic program as stated in the undergraduate course catalog.

The School of Art, Craft, & Design has developed its degrees in accordance with the guidelines established by the National Association of Schools of Art and Design.

Attach Curriculum Map (Educational Programs Only): *See Appendix 1.

PO1: GROW DEGREE AND PROGRAM OFFERINGS

Define Outcome:

Increase degree offerings to grow enrollment and support a wider range of students such as: transfer, students with broader academic interests. This program goal helps to support Goal 1 of the University Strategic Plan: Education for Life by creating new educational pathways for our current and prospective students.

Assessment Methods:

This goal is assessed by whether or not new degrees or programs were developed and, subsequently, approved.

Criteria for Success (Thresholds for Assessment Methods):

The benchmark is the creation of new degrees, programs or concentrations.

In 2022-2023 the School of Art, Craft & Design was successful in adding a new degree option, Bachelor of Science in Studio Arts and a post-baccalaureate in craft program.

Results and Analysis:

The SAC&D successfully met this program goal by adding two programs during AY 2022-2023. The SAC&D added a new Bachelor of Science in Studio Arts and a post-baccalaureate in Craft program.

Use of Results to Improve Outcomes:

At this time no further pursuit of new programs is being considered. We seek to implement these programs for several years to assess their success and/or to identify areas for modification.

PO2: INCREASE SAC&D MARKETING AND PROMOTION EFFORTS**Define Outcome:**

Increase SAC&D marketing and promotion efforts to increase visibility to support increased enrollment; visibility should be in form of: exhibition, craft fair participation, print materials, mailings, social media presence and monthly e-newsletter distribution. These efforts help to support the Tech Tomorrow Strategic Plan Goal 3: Exceptional Stewardship. The increased visibility has potential to grow our fundraising potential/impact which, ultimately, benefits our students and overall financial health.

Assessment Methods:

Compare the number of new marketing and promotion initiatives year over year and assess, if possible, effectiveness of initiatives. The goal is assessed by new marketing campaigns and/or effectiveness of ongoing campaigns. Direct and indirect assessment.

Criteria for Success (Thresholds for Assessment Methods):

Benchmark is to add one or two new marketing/promo tactics and to increase effectiveness of existing tactics and to grow or create new fundraising endowments or accounts.

We have met these goals through the following:

- sponsored advertisement in American Craft magazine
- creation of new mobile glass blowing unit
- strategize and adjust social media postings
- created endowment to support student awards at annual student exhibition

Results and Analysis:

The benchmark for AY 2022-2023 was to add one or two new marketing/promo tactics and to increase effectiveness of existing tactics and to grow or create new fundraising endowments or accounts.

We have met these goals through the following:

- sponsored advertisement in American Craft magazine; this craft-focused magazine is distributed nationally and should work to increase our overall visibility which has potential impact to improve enrollment in all of the Craft programs at the Appalachian Center for Craft, including the SAC&D's academic craft programs. It is difficult to assess the effectiveness of this endeavor.
- creation of a new mobile glass-blowing unit funded through the creation of a new endowment and gift. The mobile unit was not completed until July 2023 so it was used only once for promotional purposes, as such, it is too early to determine overall impact on promotions.
- Staffing shortages created challenges in being able to focus attention on the effectiveness of existing tactics.
- Creation of an endowment to support awards in the SAC&D annual student art exhibition.
- We procured rental of 2 billboards, one on I-40 and another on HWY 56S, which have proven effective at increasing visibility and subsequent traffic to the Craft Center. This information is gathered anecdotally through conversation with visitors.

Use of Results to Improve Outcomes:

With a full staff in place this year, we endeavor to devote time to creating a more defined marketing and promotions plan.

PO3: DEVELOP AND SUPPORT INDIVIDUAL STUDIO AREAS

Define Outcome:

Develop and support individual studio areas to better support student learning through studio upgrades.

Assessment Methods:

Compare the facility status at the start and end of the AY to determine a repair and replacement plan and address priority needs as the budget can support. Assessment is by whether or not the department was able to upgrade its spaces and equipment.

Criteria for Success (Thresholds for Assessment Methods):

Assessment is by whether or not the department was able to upgrade its spaces and equipment.

In AY2022-2023 the following upgrades to studio areas were made:

- 4 new potters wheels in our ceramics studio
- securing and starting renovation of a new MacLab in FNDH 250
- renovation/upgrade of Foundations Studio II space at the Craft Center
- new lampworking studio set up in glass studio

Results and Analysis:

In AY2022-2023 the following upgrades to studio areas were made, which will serve the overall program and its students:

- 4 new potters wheels in our ceramics studio
- securing and starting renovation of a new MacLab in FNDH 250
- renovation/upgrade of Foundations Studio II space at the Craft Center
- new lampworking studio set up in glass studio
- acquired a new scroll-saw in the wood studio

Use of Results to Improve Outcomes:

The SAC&D Director will continue to work with faculty to identify studio needs and "wants". These efforts are made to improve the student experience and to facilitate and improve curriculum in each of the studio areas.

PO4: DEVELOP OR REVISE COURSES**Define Outcome:**

Develop or revise courses to better serve our students' learning and program goals.

Assessment Methods:

Compare current course offerings to see if the content is relevant and/or if art students display areas of insufficiency.

Criteria for Success (Thresholds for Assessment Methods):

A quantifiable threshold nor benchmark exists but ongoing effort is made to ensure efficacy and relevance of courses. Towards this end, in AY 2022-2023 we implemented a new course, Creative Studio, to better prepare our students with design thinking skills. Additionally, we added ART 4000-Capstone to support the new Bachelor of Science in Studio Arts degree.

Link to 'Tech Tomorrow' Strategic Plan:

1.A Experiential Learning,1.D High Impact Practices,4.B Programs, Certificates, and Training

Results and Analysis:

A quantifiable threshold nor benchmark exists but ongoing effort is made to ensure efficacy and relevance of courses. Towards this end, in AY 2022-2023 we developed and implemented a new course, Creative Studio, to better prepare our students with design thinking skills. Additionally, we added ART 4000-Capstone to support the new Bachelor of Science in Studio Arts degree.

Use of Results to Improve Outcomes:

Further development of Art 4000: Senior Capstone is needed and will take place during the planning year. The newly added course, Creative Studio, should yield positive results by preparing our students with the skills to be more effective in their upper-division courses. It is too early to determine the effectiveness of the course on the overall program. Effectiveness will be determined through survey of faculty of the upper division courses to see if they observe and experience improved skills in design thinking and creative problem solving in our students.

SLO1: Broad Understanding of Art Movements, Artists, and Historical Context**Define Outcome:**

Students will have broad understanding of art movements, artists and historical context to deepen understanding. This knowledge informs individual student creative practice and art making. This knowledge is primarily gained through successful completion of Art History courses and performance is measured via final semester grades and mid-semester exams.

Assessment Methods:

Art History Grades: The art history courses, including the general education Introduction to Art, are firmly entrenched within the historical context. Art movements and styles, artists' biographies, and the analysis of specific works of art are always considered within the socioeconomic, religious, political, and demographic context of a particular historical moment. Engaging the larger historical context while learning about works of art leads students to understand the deeper significance that art has always played in every facet of society. Students demonstrate their comprehension of these concepts through a variety of written and creative assignments and exams. A final grade of 'C' in these courses indicates the student adequately participated and demonstrated understanding, while a 'B' shows a higher level of effort and quality of work. 'A' grades demonstrate the student was engaged, enthusiastic, and performing at the highest level. Direct assessment.

Criteria for Success (Thresholds for Assessment Methods):

A final grade of 'C' in these courses indicates the student adequately participated and demonstrated understanding, while a 'B' shows a higher level of effort and quality of work. 'A' grades demonstrate the student was engaged, enthusiastic, and performing at the highest level. Direct assessment.

A grade of C is the benchmark of success.

Link to 'Tech Tomorrow' Strategic Plan:

1.B General Education Curriculum

Results and Analysis:

The results show that a majority of students are meeting the threshold of success in both the Art History Survey courses. Historical data shows irregularity in number of students meeting the threshold of success in Survey I, whereas it has consistently trended upwards in Survey II.

Course Final Grades Art History Survey I

Years	Students Assessed	Percentage of Students meeting Threshold
2015-16	15	10 = 66%
2016-17	18	16 = 88%
2017-18	19	14 = 74%
2018-19	21	18 = 86%
2019-20	14	14 = 100%
2020-21	16	15 = 94%
2021-22	32	28 = 87.5%
2022-23	26	20 = 78%

Course Final Grades Art History Survey II

Years	Students Assessed	Percentage of Students meeting Threshold
2015-16	28	22 = 78%
2016-17	33	28 = 84%
2017-18	28	27 = 96%
2018-19	25	23 = 92%
2019-20	25	23 = 92%
2020-21	20	19 = 95%
2021-22	18	16 = 88%
2022-23	46	44 = 92%

Use of Results to Improve Outcomes:

The irregularity of success rate in Survey I by art majors should be examined. Survey I is required only of our Art Education majors and is generally taken early in their degree program. It'd be worth discussing with their faculty advisor whether the course sequencing should be revised so they are completing the course at a later time in their program to increase success.

SLO2: Familiarity with Non-Western Art Forms

Define Outcome:

Students will be familiar with non-Western art forms, which provides them with greater sources of inspiration and understanding of the various purposes of, perspectives and motivation for creating art. This knowledge is gained and measured via exam in Art History courses.

Assessment Methods:

Although students are routinely introduced to non-Western approaches to art making and art history, it is assessed through the successful Completion of Survey I. All courses are designed with a global perspective to broaden students' awareness of artists and styles from beyond the European canon. In particular, exams in art history courses include multiple-choice questions testing the students' comprehension of these subjects. Additionally, a deeper level of understanding is tested through essay questions in which students must answer "big picture" questions that require them to explain the historical contexts (political, religious, socioeconomic, etc.) affecting art movements and artists in Africa, China, Japan, India, the Middle East, and Pre-Columbian Americas. These exams and other assessments quantify student comprehension along the following scale: grade of 'C' indicates the student adequately participated and demonstrated understanding, while a 'B' shows a higher level of effort and quality of work. 'A' grades demonstrate the student was engaged, enthusiastic, and performing at the highest level. Direct assessment.

Criteria for Success (Thresholds for Assessment Methods):

Exams and other assessments quantify student comprehension along the following scale: grade of 'C' indicates the student adequately participated and demonstrated understanding, while a 'B' shows a higher level of effort and quality of work. 'A' grades demonstrate the student was engaged, enthusiastic, and performing at the highest level. Direct assessment.

Grade of C is the benchmark for success.

Link to 'Tech Tomorrow' Strategic Plan:

1.B General Education Curriculum

Results and Analysis:

Non-Western art forms are embedded into all of our Art History courses, however, our Ancient Mesoamerican Art History course focuses exclusively on non-Western art. The faculty member

who previously taught Ancient Mesoamerican Art History retired in 2021 so the course is no longer offered. As such, this SLO is now being assessed in Art History Survey I: ART 2000.

Course Final Grades for Ancient Mesoamerican Art History (course taught every 3rd semester) and Survey I (since 2021-22).

Years	Students Assessed	Percentage of Students meeting Threshold
2015-16		
2016-17	27: Meso	26 = 96%
2017-18		
2018-19	17: Meso	16 = 94%
2019-20		
2020-21	18: Meso	13 = 72%
2021-22	32: Art 2000	28 = 87.5%
2022-23	26: Art 2000	20 = 78%

Use of Results to Improve Outcomes:

Survey I is required only for the Art Education concentration, although many students in other concentrations complete the course. It'd be useful to know which of the students assessed are Art Ed and when they completed the course in their program of study. Perhaps revising the timing of the course in their program would be beneficial to increasing the success rate.

SLO3: Comprehensively Develop as an Artist

Define Outcome:

Students will comprehensively develop as an artist with a competent understanding of process, concept, professional practice, context, and problem solving; measured through successful completion of the BFA and new Bachelor of Science in studio arts degree.

Assessment Methods:

Sophomore Assessment: Students in a BFA studio concentration with approximately 45-60 earned hours are screened for appropriate progress in art foundations classes, general education classes, and classes in the concentration studio. Studio concentration faculty, who also assist in advising, assess whether the level of accomplishment (the quality of the artwork) in at least two classes in the concentration is sufficient to support a recommendation to continue in upper division work in that studio, consistent with the NASAD content and competency standards noted for all professional baccalaureate degrees in art and design.

Regarding the sophomore assessment, conscientious and competent performance in beginning studio classes may produce grades of C or better, and yet not indicate the potential to be

competitive in a studio career. Although our sophomore assessment process is less severe, it is intended to serve a similar predictive function to pre-admission portfolio reviews. This process has encouraged students to change concentrations and even to change majors. This recommendation is denied in a small proportion of cases, and the process has been conceived as an enhancement of advising on an individual basis. If a denial of the recommendation to advance leads a student to a more productive major, it is deemed a successful outcome. However, since Spring 2012 the results of these assessments are being tabulated, to see if trends emerge that are useful for program assessment. Based on faculty discussions, the option to record three responses by the faculty advisor, "Recommended," "Not Recommended, and "Defer," are included in the sophomore assessments. The "Defer" response was added to the original assessment to accommodate situations that arise in cases of transfer students, changes of concentration, and other extenuating circumstances.

Direct assessment.

Criteria for Success (Thresholds for Assessment Methods):

Successful completion of a grade of C or higher in at least 2 studio concentration courses and display of promise and commitment to further one's artistic practice and production.

Link to 'Tech Tomorrow' Strategic Plan:

1.A Experiential Learning,1.D High Impact Practices

Results and Analysis:

The results show that most of our students pass the Sophomore review process which is the assessment tool to best gauge student's success in the final years of the program.

Sophomore Assessment Results

Years	Students Assessed	Recommended to Advance	Not Recommended to Advance	Defer	Comments
2011-12	11	11	0		
2012-13	12	10	0	2	
2013-14	11	10	1		
2014-15	19	18	0	1	
2015-16	37	34	1		2 student forms had no professor signature, unknown status.
2016-17	33	33	1		

2017-18	37	34	0	3	
2018-19	20	16	1	3	
2019-20	23	22	0	1	
2020-21	11	10	0	1	
2021-22	10	9	0	1	
2022-23					In progress

2022-23 sophomore assessment data is not available until October of 2023.

Use of Results to Improve Outcomes:

SLO4: Understand the Conceptual Framework of Artwork

Define Outcome:

Students will understand the conceptual framework which inspires their artwork and be able to cogently describe and defend it. Measured qualitatively in project critiques and through written artist statements in thesis and design portfolios.

Assessment Methods:

Senior Thesis: The senior thesis process requires the student to propose and develop a one-person exhibition and a portfolio of stylistically unified, technically accomplished work, and to define and defend its conceptual premise(s) to a committee of faculty and sometimes invited professional artists. The process generally involves two six-credit courses completed over two consecutive semesters. The level of accomplishment will be consistent with the NASAD content and competency standards noted for specific baccalaureate degrees in art or design. Students must earn a grade of 'C' or better to meet the threshold of acceptability.

The senior thesis process models important professional expectations that studio artists typically experience. In this process, occasionally a student may fail to produce enough work, or work of sufficient quality, and will not receive the minimum grade of 'C' in a senior thesis course. However, in a more frequent minority of cases, a student may experience a breakthrough that prompts a change of direction in the work, or encounter an unforeseen technical or aesthetic roadblock that requires more time to resolve, even though the quantity and quality of work is sufficient for a passing grade. The student may be advised by the committee and choose the opportunity to extend the project an extra semester. The senior thesis process is intended to fulfill the professional requirement that an emerging professional

artist can present a body of work that projects a clear level of aesthetic and technical resolution. The resulting portfolio will be the basis of judgment for galleries, exhibitions, professional art fairs, graduate school admission, etc. The data that have been collected over the years for the BFA program exist in the form of photographic portfolios and artist statements recording each senior thesis project. A group of qualified art faculty, curators or art dealers can review these portfolios and assess the program relative to other college programs or professional standards relevant to a given art venue, such as graduate school entrance, juried art shows or gallery representation. During evaluator visits from the National Association of Schools of Art and Design, five years of senior thesis portfolios are presented for review along with student transcripts to monitor adherence to NASAD standards, competencies, and expectations. Direct assessment.

Criteria for Success (Thresholds for Assessment Methods):

Measured qualitatively in project critiques and through written artist statements in thesis and design portfolios; a grade of C or better in all 12 credit hours of senior thesis is the benchmark.

Link to 'Tech Tomorrow' Strategic Plan:

1.A Experiential Learning, 1.D High Impact Practices

Results and Analysis:

Senior thesis students are required to submit a printed portfolio that contains a written description of the conceptual framework that inspires their work in the form of an artist statement. Exhibition, thesis, or design portfolio and successful oral defense of their concepts are required for successful completion of senior thesis and design portfolio coursework for which the threshold is "C".

Years	Senior Thesis or Design Portfolio	Recommended to Graduate	Not Recommended to Graduate
2011-12	6	6	0
2012-13	7	6	1
2013-14	14	12	2
2014-15	12	11*	1 student was recommended to graduate by the senior thesis committee but did not graduate due to a general education requirement that was not complete
2015-16	21	9**	8 students are continuing their senior thesis in the fall of 2016. 3 students did not register for classes in the fall of 2016. 1 student changed their major.
2016-17	22	12***	6 of the original 22 are continuing their senior thesis in fall 2017. 3 students have not registered for classes. 1 student changed their major.
2016-17	9	9	0
2017-18	22	18	4 still have coursework to complete before they are eligible to graduate
2018-19	18 (plus 4 art education)	17	1 student still has one course to complete
2019-20	26	25	1 student missing Ged Ed Requirement
2020-21	32	23	8 design students and 1 thesis student continuing in fall 2021
2021-22	20	16	4 continuing into the fall 22 semester.
2022-23	23	17	4 continuing into the fall 23 semester. 1 taking a semester off, 1 graduated in BS degree program.

The threshold of acceptability is 70%

Use of Results to Improve Outcomes:

Faculty are in a preliminary discussion about whether the thesis experience should be revised. While the success rate is high, it is observed that students have been struggling with the rigorousness of the experience.

SLO5: Process of Mounting a Solo Exhibition or Design Portfolio

Define Outcome:

Students will gain experience and knowledge of the process of mounting a solo exhibition or design portfolio/website. Measured through successful completion of the senior thesis and design portfolio process and coursework. Threshold of acceptance is 70%.

Assessment Methods:

The senior thesis and Design Portfolio process models important professional expectations that studio artists typically experience. In this process, occasionally a student may fail to produce enough work, or work of sufficient quality, and will not receive the minimum grade of "C" in a senior thesis course. The level of accomplishment will be consistent with the NASAD content and competency standards noted for specific baccalaureate degrees in art or design. Students must earn a grade of 'C' or better to meet the threshold of acceptability. Assessment takes place over the course of 2 semesters in individual thesis and/or portfolio meetings with their respective faculty member or faculty committee. Students are assessed on the strength of their progress, conceptual framework, execution and completion. Thesis rubric and portfolio rubric attached. Direct assessment.

Criteria for Success (Thresholds for Assessment Methods):

Measured through successful completion of the senior thesis and design portfolio process and coursework. Threshold of acceptance is 70%.

Link to 'Tech Tomorrow' Strategic Plan:

1.A Experiential Learning, 1.D High Impact Practice

Results and Analysis:

We continue to see a high level of success in this area.

Senior Thesis

Years	Senior Thesis or Design Portfolio	Recommended to Graduate	Not Recommended to Graduate
2011-12	6	6	0
2012-13	7	6	1
2013-14	14	12	2
2014-15	12	11*	1 student was recommended to graduate by the senior thesis committee but did not graduate due to a general education requirement that was not complete
2015-16	21	9**	8 students are continuing their senior thesis in the fall of 2016. 3 students did not register for classes in the fall of 2016. 1 student changed their major.
2016-17	22	12***	6 of the original 22 are continuing their senior thesis in fall 2017. 3 students have not registered for classes. 1 student changed their major.
2016-17	9	9	0
2017-18	22	18	4 still have coursework to complete before they are eligible to graduate
2018-19	18 (plus 4 art education)	17	1 student still has one course to complete
2019-20	26	25	1 student missing Ged Ed Requirement
2020-21	32	23	9 students are continuing their senior thesis or portfolio in fall 2021
2021-22	20	16	4 continuing into the fall 22 semester.
2022-23	23	17	4 continuing into the fall 23 semester. 1 taking a semester off, 1 graduated in BS degree program.

The threshold of acceptability is 70%; the attached senior thesis assessment instrument aids the thesis committee member in determining the final semester grade for each senior thesis in their respective studio.

Use of Results to Improve Outcomes:

The results do not indicate a need for actions, however a new component of exhibition display/process has been added to Art 3099: Professional Practices of the Artist and Art 4000: Senior Capstone to better prepare students for mounting their exhibitions.

SLO6: Embark and Sustain Professional Careers**Define Outcome:**

Graduates will be able to embark and sustain professional careers as practitioners of the arts or arts education. Measured through ongoing contact with alumni and successful completion of Art Education EdTPA and Praxis (art education majors) and successful completion of Design Portfolio (design majors) and successful completion of Professional Practices of the Artist (studio majors) helps prepare students for a meaningful career in the arts. Threshold of acceptance for the latter three are 70% and state requirements for EdTPA and Praxis.

Assessment Methods:

Praxis II Exam - BFA students in the Art Education concentration take the Art: Content and Analysis as monitored by the College of Education Office of Teacher Education, as a requirement prior entering Residency I and Residency II as a teacher licensure candidate. Direct Assessment. The threshold of acceptability is defined by the State of TN.

Alumni Surveys - Ongoing contact and feedback from BFA alumni has made it evident that a reliable School of Art, Craft & Design alumni survey will provide better data to assess student learning outcome 6 adequately. The departmental staff has recently completed a comprehensive update of alumni contact information. An appropriate means of providing a departmental alumni survey process was reviewed by the art faculty subcommittee on assessment during the 2014-2015 academic year but the survey has not yet been administered. The unit needs to discuss and determine plans for implementing the survey. Indirect assessment.

Criteria for Success (Thresholds for Assessment Methods):

Measured through ongoing contact with alumni and successful completion of Art Education EdTPA and Praxis (art education majors) and successful completion of Design Portfolio (design majors) and successful completion of Professional Practices of the Artist (studio majors) helps prepare students for a meaningful career in the arts. Threshold of acceptance for the latter three are 70% and state requirements for EdTPA and Praxis.

Link to 'Tech Tomorrow' Strategic Plan:

3.A Efficiency and Effectiveness, 4.B Programs, Certificates, and Training

Results and Analysis:

The current preparation methods are proving to be highly effective in preparing students for successful completion of the required Praxis exam.

Praxis II - Art Content Results

Academic year	2014-15	2015-16	2016-17	2017-18*	2018-19	2019-20	2020-21	2021-22	2022-23
Praxis: Art Content and Analysis	8 out of 9 87.5% pass rate	3 out of 5 60% pass rate	3 out of 5 60% pass rate	3 out of 5 60% pass rate	7 out of 9 77% pass rate	8 out of 8 100% pass rate	4 out of 4 100% pass rate	9 out of 9 100% pass rate	5 out of 5 100% pass rate

*Note: pass score increased this year

Use of Results to Improve Outcomes:

No new actions are needed, at this time.

Summative Evaluation:

PO1: The SAC&D was successful in implementing a new degree program in AY 2022-2023 with 3 students completing the degree in spring 2023. As required of the degree, we created a new course ART 4000: Senior Capstone as the culminating experience of the degree. The course was developed within very tight timeframe because it was not expected that we would have students ready to graduate with the degree within the first year of the program. Therefore, the Capstone course needs further development to ensure effectiveness and relevancy. Other than routine course development by faculty, the SAC&D does not have any immediate plans for program revision.

PO2: The SAC&D was successful in developing and implementing several new marketing and promotion initiatives. Of concern is the workload that is added to faculty to perform many of these related tasks, along with leading their studio areas and supporting students. We will need to work towards understanding what methods yield the best results so that we can prioritize time and activities accordingly.

PO3: There are no areas of concern based on the current planning period. However, the Craft Center's glass furnace will need to be rebuilt during the next planning period. Although we have been planning and budgeting for this to take place, it will require a significant amount of resources, namely the faculty member's time, to complete the task in a timely and efficient manner. Finding the right balance in how our faculty members' time is spent based on studio, student, department and teaching and research needs is an ongoing challenge.

PO4: The SAC&D will need to further develop its new ART 4000: Senior Capstone course to ensure it is meeting the needs of the students and degree plan. Moreover, faculty are interested in reviewing the senior thesis experience of our BFA students to ensure the current structure should be maintained; it is expected for this process to be started but not completed in the next academic year as much effort will be spent on reaccreditation in AY 2023-2024.

SLO1: The relatively average pass rate of students in Art History Survey I course in this planning year is something that we should examine to determine and strategize how to increase this score (78%). It is possible that students would benefit from taking the course later in their program, however, the information learned from taking the course early in their program assists in providing greater context to content in other art-related courses, namely those in our Art Education courses; Survey I is required only of our Art Education students however many BFA and BS-Studio Arts also complete the course as an art history elective. Students have a very high rate of success in Art History Survey II.

SLO2: The relatively average pass rate of students in Art History Survey I course in this planning year is something that we should examine to determine and strategize how to increase this score (78%). It is possible that students would benefit from taking the course later in their program, however, the information learned from taking the course early in their program assists in providing greater context to content in other art-related courses, namely those in our Art Education courses; Survey I is required only of our Art Education students however many BFA and BS-Studio Arts also complete the course as an art history elective.

SLO3: The Sophomore Assessment evaluates student's potential for success in upper-division studio art courses. It is based on successful completion of 2 studio courses in the student's area of concentration is a good indicator of success in the final two years of the course of study. Studio faculty complete the sophomore assessment and, when needed, meet with individual students to discuss their progress and address any areas of concern.

The results from the planning year do not indicate areas of concern.

SLO4: Although the results of success are high for completion of the senior thesis experience, the faculty would like to initiate an evaluation of the senior thesis experience to see how it might be improved. Currently, students are feeling challenged by the rigorousness of the 12 credit hour experience, which is often the process required of an MFA degree versus a BFA degree. It is not expected for any final determinations to be made during the next assessment cycle due to efforts that must be made on reaccreditation.

SLO5: 17 students successfully mounted solo senior thesis exhibitions and/or created their professional design portfolio and websites. There were 6 students continuing on in this process into fall 2023 semester with expected completion in December 2023. A new module was added to the ART 3099: Professional Practices of the Artist course to assist students in the design and installation process of mounting an exhibition which was a positive addition. Currently there are no areas of concern to address by the end of the next assessment cycle.

SLO6: All students in the Art Education program successfully passed the required Praxis and EdTPA requirements which are needed to initiate their art education careers. This proves their preparation is sufficient and which should assist them in leading meaningful careers in the arts. It would be informative for the SAC&D to track its alumni to see if they sustain careers in the arts. This process would be greatly assisted with help from University Advancement/Alumni Affairs. At this time, they will not share personal information of our alumni to enable us to conduct such survey and tracking.

Assessment Plan Changes:

List of Appendices:

Appendix 1: Curriculum Map, Fine Arts BFA

Appendix 2: Senior Thesis Faculty Assessment Form and Portfolio Rubric

Appendix 1: Curriculum Map, Fine Arts BFA

	STUDENT LEARNING OUTCOMES					
Required courses and experiences: I=Introduce R=Reinforce M=Mastery A=Assessment	1. Develop knowledge of great works of art and the stylistic characteristics of the historical periods from which they come.	2. Develop knowledge of multicultural artistic traditions.	3. Exhibit technical competence, critical thinking, and the ability identify and solve problems.	4. Develop the ability to formulate and defend evaluative judgements about art and to make qualitative decisions concerning their own personal creative expressions.	5. Demonstrate professional expertise through the presentation of a culminating exhibition or portfolio.	6. Compete effectively for careers in art education, design or studio arts, and will achieve appropriate professional certification.
ART 1045: Drawing I			I	I		
ART 1050: Drawing II			R	R		
ART 2330: Technical Drawing			I			
ART 1250: Intro. Digital Imaging			I	I		
ARED 1250: Dig. Tech. in Art Ed.			I	I		
ART 1320: Creative Studio			I	I		
ART 1340: FND Studio I	I		I	I		
ART 1350: FND Studio II	I		I	I		
ART 2020: Art History Survey II	I,A	I,A				
ART 2020: Art History Survey I	I,A	I,A				
ARED 2020: Art Ed Theory			I			
ART 2040: Printmaking			I	I		
ART 2050 Intaglio Printmaking			I	I		
ARED 2050: STEAM studio			I	I		
ART 2050, 2210, 2410, 2540, 2510, 2610, 2710, 2810, 2910,: Intro studio courses			I, A	I		
ART 2340: Computer Aided Drafting for the Artist			I	I		
ART 3150: History of Crafts I	R	R				
ART 3130: Art Since 1900	R	R				
ART 3099: Prof. Practices of the Artist				R	I	I
ARED 3155/65: Art Ed Practicum			R			I
ART 3170: History of Design	I	I				

Appendix 1: Curriculum Map, Fine Arts BFA, cont.

ART 3180: History of Prints	I	I				
ART 3190: Medieval Art History	I	I				
ART 3205: Methods and Media			I	I		I
ART 3210, 3220, 3230, 3410, 3420, 3421, 3520, 3540, 3610, 3611, 3710, 3720, 3810, 3820, 3910, 3920 : Intermediate and advanced studio courses			R	R		
ART 4000: Senior Capstone					R, A	
ARED 4870/81: Residency I & II			I	I		R,A
ARED 4872/82: Prof. Seminar I & II			R	R		R
ART 4410, 4510, 4610, 4710, 4810, 4910: Senior thesis			M	M, A	R, A	R
ART 4220: Design Internship						I
ART 4210/11: Design Practicum			R	R	I	I
ART 4100: Art Tour	R	R				
ART 4040: Art Criticism and Aesthetic Understanding	R	R		R		

Appendix 2: Senior Thesis Faculty Assessment Form and Portfolio Rubric

Senior Thesis Faculty Assessment Form

The faculty will fill in all areas below this line upon conclusion of each senior thesis meeting with the student:

Level of concepts and ideas driving the work.

- 1 Very good.
2. Good
- 3 Average
- 4 Needs more time and work

Level of innovation and iteration expressed in the work.

- 1 Very good
- 2 Good
- 3 Average
- 4 Needs more time and work

Level of craftsmanship and material understanding displayed in the work brought to this meeting.

- 1 Very good
2. Good
- 3 Average
- 4 Needs more time and work

Based on the work I saw in this meeting do you feel the student has made strong progress forward using the ideas and suggestions made in our last meeting?

- 1 Very good
2. Good
- 3 Average
- 4 Needs more time and work

Overall quality and amount of work from last meeting to this meeting.

- 1 Very good
2. Good
- 3 Average
- 4 Needs more time and work

Comments:

Appendix 2: Senior Thesis Faculty Assessment Form and Portfolio Rubric, cont.

Portfolio Rubric

CRITERIA	PERFORMANCE INDICATORS				
	Excellent 100-90%	Above Average 89-80%	Average 79-70%	Below Average 69-60%	Poor 59-0%
Design/ Execution 80 pts possible <i>individual design portfolio pieces</i>	Final design is well refined and thoughtfully executed. It is flawless in its creation and has a logical and well defined visual hierarchy.	Final design is executed well. It has few flaws in its execution. It has a logical and well defined visual hierarchy. Design shows a logical progression.	Final design works but is of average quality. Some elements need further refinement. The visual hierarchy is evident but lacks strength.	Final design is of lower quality. Multiple areas need further refinement. The visual hierarchy is poor and unorganized. Work is displays as unfinished.	Final design is sloppy and/or unfinished. Elements have been handled carelessly. No visual hierarchy is evident. Final design is lacking.
Layout 20 pts possible <i>portfolio layout</i>	Final layout exceeds the requirements and is flawless in its delivery.	Final layout meets requirements and is of high quality.	Final layout lacks some requirements and is of average quality.	Final layout lacks multiple requirements and is of low quality.	Final layout does not meet most of the requirements. Work is unfinished and/or late.