

## Undergraduate Academic Assessment Executive Summary

Department: Art    Academic Year: 2013-2014

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- I. **Background:** What factors caused you to choose this particular assessment target? If you chose this target because of a perceived problem, please explain. **The department chose to approach the assessment of the BFA Thesis capstone in a different way moving beyond the review process exclusively to additional formal reviews and critiques.**
  - **The department was inclined to believe that BFA candidates needed more direction from the full time faculty to ensure that candidates and faculty met goals and objectives.**
  
- II. **Question:** What specific question were you attempting to answer through this assessment? There may be more than one question, but no more than three.
  - **To determine if candidates in the BFA program would be more successful in reaching their goals by working with a mentor on an individual basis and engaging in formal critiques with the entire full time faculty.**
  
- III. **Methodology:** Briefly explain your assessment methodology. The process used to collect data and the data itself are important pieces. Attach a copy of the assessment tool used.
  - **All BFA candidates were required to attend formal critiques with full time faculty throughout the spring semester and to schedule individual meetings with their mentor. Data was collected through conversation as well as the statement required as part of their BFA Thesis exhibition. Their visual work was expected to support their statement and was revealed at the exhibition.**
  
- IV. **Summary of results:** Summarize the results of your assessment. A narrative summary is required. Charts, tables or graphs are encouraged, but optional.  
**The full time faculty found:**
  - **Students valued the extra time and feedback provided by faculty.**
  - **Some candidates did not remain committed to their original vision.**
  - **Some candidates lacked dedication to studio**

- **Some students were not prepared by opening of exhibition.**
- **The show was eclectic due to variety of vision.**
- **Outside influence created a gap in communication between student and mentor.**

**V. Conclusions:** Summarize your conclusions and the implications for teaching and learning in your department. Most importantly answer the following question: What did you learn from this assessment and how will it impact the teaching/learning process in your department? **The thoughts the full time faculty had regarding studio discipline were confirmed. The assessment provided a sound foundation for moving forward with this process. The faculty understands that it is our responsibility to establish more objective criteria that can be shared with our students so they have a clearer understanding of how to be successful as a BFA candidate.**

**VI. Action Plan:** As a result of this assessment, outline what your department will do and what timeline will be followed for making any changes.

- **The department will attend a retreat in June to develop objective criteria, in rubric form, for the following (Fall 2014):**
  - **BFA Thesis Exhibition/Capstone**
  - **Foundation Review**
  - **Senior Exit Review**
- **The retreat will also allow opportunity to discuss the following issues inherent to team development:**
  - **Trust**
  - **Conflict**
  - **Commitment**
  - **Accountability**
  - **Results**
- **Faculty will hold at least six group critiques with graduating seniors prior to their thesis show (Fall 2014)**
- **Consideration will be given to provisionally accepting more students into the BFA program to ensure that we are receiving their best and to maintain the integrity of the degree (Continuing into Fall 2014)**