

#1. Undergraduate Program Assessment Plan: Student Outcomes

To be completed by Departments and submitted by the Department Chair to the BlackBoard Assessment Site.

Department: Art	Date: 9.29.16
Members involved with development of Program Assessment Plan: Student Outcomes – JimBockelman, Seth Boggs, Justin Groth, Don Robson	
Student Outcome: <i>What student outcome from the departmental matrix will be assessed? (It is suggested that you cut and paste directly from the matrix. Clarify if the student outcome has a more specific focus than the broader outcome. Outcomes should represent the absolute priorities for learning- students must be able to do [this] when they finish our program).</i>	
State as follows: Students should be able to [action verb] [something]. BFA candidate demonstrate a clear understanding of personal development and evaluate his or her work with astute personal insight.	
Background: <i>What factors caused you to choose this particular assessment outcome? If you chose this outcome because of a perceived problem, please explain.</i> To ensure stronger BFA thesis exhibitions, the Department of Art faculty decided to require BFA candidates to apply for the exhibition capstone experience.	
Question: <i>What specific question(s) are you attempting to answer through assessing this student outcome? (What are you trying to find out? There may be more than one question, but no more than three.)</i> Is the BFA candidate capable of presenting his or her work clearly and with astute personal insight?	
Methodology: 1. OBJECT* - <i>What data (i.e. artifact, exam score, detailed description of assignment) will be collected?</i> Digital portfolio of BFA Thesis capstone including artist statement along with oral presentation a. <i>How does this data address the assessment question? Please see assessment tool.</i> i. <i>Include/attach a description/example of assessment tool to be used.</i> 2. <i>How will data be collected?</i> Students will prepare and submit to Art faculty their digital portfolio prior to their Senior Exit Portfolio Review. The digital portfolio will be collected at the time of the review.	
Analysis of Artifacts: PERFORMANCE CRITERIA* - Discuss: 1) <i>How the artifacts will be analyzed (attach rubrics/scoring tools if used):</i> Senior Exit Portfolio Review rubrics/scoring sheets attached. 2) <i>How you will know if it is good (i.e. score required by % of students):</i> 90% or above achieve core competencies as stated and unanimity of acceptance by faculty.	
Submitted by: Don Robson	Date: 9.29.16
Reviewed by the Assessment Committee (Date): 10/14/16	

**Department Chair notified/additional action: 10/31/16 – APPROVED – All revisions completed.
10/14/16**

Matrix: Revisions needed.

- 1. A16 needs to be used for artifacts to be collected this year (not C with text)**
- 2. A16 also needs to be included in the courses where artifacts will be collected for GEN ED – Include this in the GEN ED section of the matrix**
- 3. A15 needs to stay for artifacts collected last year.**

Departmental plan: Revision needed.

- 1. Is this collected in a course? If so please include the course # in the methodology section.**

Rubric for Departmental Assessment: Revisions needed.

- 1. Communicating: the second point is well defined across the standards but the first point is not. For example how do you know the difference between Standard 1 very limited achievement (presents work in an unsatisfactory manner) and Standards 2, 3, 4, up to 5 (presents work in a professional manner)? Please clarify.**
- 2. Researching: clarification is need on the second point in Standards 2 – 5 to define the difference between “few appropriate sources” – “several meaningful sources” – “wide variety of appropriate sources” – “vast amount and variety”.**