

## 2018 – 19 Departmental Assessment Plan

<b>Department/Program/Unit:</b> Art	<b>Date:</b> 10.1.18
<b>Related: University Goals/Outcomes:</b> Knowledge    Analysis    Select    Select	
<b>Members involved with development of Plan:</b> Jim Bockelman, Seth Boggs, Justin Groth, Don Robson	
<b>Departmental/Program/Unit Student Outcome:</b> <i>What student outcome from the departmental matrix will be assessed? (It is suggested that you cut and paste directly from the matrix. Outcomes should represent the absolute priorities for learning- students must be able to do [this] when they finish our program). State as follows: Students should be able to [action verb] [something].</i> The BFA candidate should be able to present his or her work clearly with astute personal insight.	
<b>Background:</b> <i>What factors caused you to choose this particular assessment outcome? If you chose this outcome because of a perceived problem, please explain.</i> BFA candidates did not perform at acceptable levels. Faculty believes the candidates may not fully understand the definitions of the two most problematic criteria - Resolving and Researching. In addition, department faculty did not consistently use the rubric/evaluation sheet appropriately due to philosophical differences	
<b>Question:</b> <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?	
<b>Methodology:</b> 1. <b>OBJECT*</b> - <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 accompanied with an oral presentation. a. <i>How does this data address the assessment question?</i> See assessment tool. 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 their digital portfolio prior to the Senior Exit Portfolio Review to Art faculty.	
<b>Analysis of Artifacts: PERFORMANCE CRITERIA* - Discuss:</b> 1) <i>How the artifacts will be analyzed (attach rubrics/scoring tools if used):</i> See attached rubric/evaluation sheet 2) <i>How you will know if it is good (i.e. score required by % of students):</i> 90% or above achieve core competencies (score of 4 or higher) as stated and unanimty of acceptance by faculty.	
<b>Submitted by:</b> Don Robson	<b>Date:</b> 10.1.18
<b>Assessment Committee Reviewed (Date):</b> 10/2/18	
<b>Department Chair notified of approval/or additional action needed:</b> 10/11/18	