

2019 – 20 Departmental Assessment Plan

Department/Program/Unit: Art	Date: 8.9.19
Related: University Goals/Outcomes: Select Select Select Select	
Members involved with development of Plan: JimBockelman, Seth Boggs, Justin Groth, Aaron Nix, Don Robson	
Departmental/Program/Unit 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. 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]. The BFA candidate should be able to present his or her work clearly 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> 90% or above did not achieve core competencies (score of 4 or higher) as stated and unanimity of acceptance by faculty for resolving and reasearching criteria. BFA candidates did not perform at acceptable level. Results are flawed due to the inherent subjectivity in defining. Mentor(s) typically assess higher in regard to their mentee(s) potentially due to better understanding the candidate's work. Since the BFA candidates' work is not complete by the time of the Senior Exit Review, the criterion Resolving cannot be assessed properly. BFA candidates will present at the symposium the spring semester of the senior year and after the BFA Theis Exhibition is on display to more accurately determine the criterion Resolving based on the finished product.	
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 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 accompanied by 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> BFA candidates will prepare and submit their digital portfolio prior to the Senior Exit Portfolio Review and Symposium to Art Faculty.	
Analysis of Artifacts: PERFORMANCE CRITERIA* - Discuss: 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 unanimity of acceptance by faculty.	
Submitted by: Don Robson Date: 8.12.19 Assessment Committee Reviewed (Date): 11/11/19	
Department Chair notified of approval/or additional action needed: Approved - 11/11/19	