

Degree Program Student Learning Report

Revised August 2017

Department of Fine Arts

Bachelor of Fine Arts, B.F.A

2016-2017

PART 1

Degree Program Mission and Student Learning Outcomes

A. State the school, department, and degree program missions.

University Mission	School Mission	Department Mission	Degree Program Mission
Our mission is to ensure students develop the skills and knowledge required to achieve professional and personal goals in dynamic local and global communities.	Central to the mission of the School is the preparation of students to achieve professional and personal goals in their respective disciplines and to enable their success in dynamic local and global communities.	The mission of the Department of Fine Arts is to promote and encourage student success in various artistic and scholarly endeavors.	Stresses competence in theory, research, and critical and creative thinking skills through practiced applications. In addition, through a selected option, Graphic Design, Multimedia, Photography, or Studio Art, students will acquire specific knowledge and skills needed to function in a variety of careers associated with the discipline.

B. Align school purposes, department purposes, and program student learning outcomes with their appropriate University commitments.

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
To provide quality associate, baccalaureate, and graduate degree opportunities and educational experiences which foster student excellence in oral and written communications, scientific reasoning and critical and creative thinking.	The School offers innovative degrees, which focus upon developing skills in oral and written communication, critical thinking, creativity, empirical and evidenced-based inquiry, experimental	Stress independent thinking and competence in art theory and research through practical application.	1. Students completing a baccalaureate degree in Fine Arts will demonstrate mastery in their written, oral, artistic, and visual communication skills, as well as the ability to think creatively and critically.

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
	investigation and theoretical explanation of natural phenomena, and innovative technology.		3. Students will critique their work in oral and written form.
To promote an atmosphere of academic and intellectual freedom and respect for diverse expression in an environment of physical safety that is supportive of teaching and learning.	The School educates its majors to think independently and have the knowledge, skills and vision to work in all types of situations and careers and communicate with all types of people.	Foster and encourage creativity, critical and creative thinking, and problem solving.	2. Students will create a body of work in their chosen media that expresses their creativity, diversity and independent thinking.
To provide a general liberal arts education that supports specialized academic programs and prepares students for lifelong learning and service in a diverse society.	The School offers general education courses of high quality and purpose that provide a foundation for life-long learning.		4. Students will demonstrate proficient knowledge of the history and theory of Fine Art.
To provide students with a diverse, innovative faculty dedicated to excellence in teaching, scholarly pursuits and continuous improvement of programs.	The School fosters a community of scholars among the faculty and students of the institution	Offer innovative and quality teaching within the classroom and the studio.	5. Students will express their satisfaction (or dissatisfaction) with the degree program's creation of a community of scholars. The department will also invite them to offer suggestions on how to improve the overall program.
To provide university-wide student services, activities and resources that complement academic programs.			
To support and strengthen student, faculty and administrative structures that promote shared governance of the institution.			
To promote and encourage student, faculty, staff and community interaction in a positive academic climate that creates opportunities for cultural, intellectual and personal enrichment for the	The School will offer and promote artistic, scientific, cultural, and public affairs events on the campus and in	Foster values of scholarship, creativity, appreciation of diversity, and community among our faculty,	

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
University and the communities it serves.	the region.	staff, and students.	

PART 2

Revisit Proposed Changes Made in Previous Assessment Cycle

Nothing changes

Revisit each instructional/assessment change proposed in Part 5 of the degree program SLR for the preceding year. Indicate whether the proposed change was implemented and comment accordingly. Any changes the department implemented for this academic year, but which were not specifically proposed in the preceding report, should also be reported and discussed here. Please note if no changes were either proposed or implemented or this academic year.

Proposed Change	Implemented? (Y/N)	Comments

PART 3

Response to University Assessment Committee Peer Review

We receive no recommendations from our Peer Review

The University Assessment Committee provides written feedback on departmental assessment plans through a regular peer review process. This faculty-led oversight is integral to RSU's commitment to the continuous improvement of student learning and institutional effectiveness. UAC recommendations are not compulsory and departments may implement them at their discretion. Nevertheless, respond below to each UAC recommendations from last year's peer review report. Indicate whether the recommendation was implemented and comment accordingly. Please indicate either if the UAC had no recommendations or if the program was not subject to review in the previous cycle.

Peer Review Feedback	Implemented (Y/N)	Comments

PART 4
Evidence of Student Learning

Evidence and analyze student progress for each of the student learning outcomes (same as listed in Part I B above) for the degree program. See the *Appendix* for a detailed description of each component. Note: The table below is for the first program learning outcome. Copy the table and insert it below for each additional outcome. SLO numbers should be updated accordingly.

ACCESS DATA from ART 4953: SENIOR CAPSTONE taught in **SPRING 2017 ONLY. NO DATA from course taught in **FALL 2016**.**

A. Student Learning Outcome															
SLO #1: Students completing a baccalaureate degree in Fine Arts will demonstrate mastery in their written, oral, artistic, and visual communication skills, as well as the ability to think creatively and critically															
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)										
1.a. Capstone students will write a paper that accompanies the gallery exhibition, and elaborates upon the themes of the work in the show.	70% will score a 7 out of 10 (or higher) on the Capstone Paper	All students enrolled in ART 4953 Senior Capstone in the Spring 2017.	9	100% of students scored a 7 out of 10 (or higher) on the Capstone Paper. <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>A</td><td>9</td></tr> <tr><td>B</td><td>0</td></tr> <tr><td>C</td><td>0</td></tr> <tr><td>D</td><td>0</td></tr> <tr><td>F</td><td>0</td></tr> </table>	A	9	B	0	C	0	D	0	F	0	Yes
A	9														
B	0														
C	0														
D	0														
F	0														
H. Conclusions															
Artists must communicate in a variety of forms, especially in writing, and the results for this measure show that we are exceeding our goals in this competency.															

**A.
Student Learning Outcome**

SLO #1: Students completing a baccalaureate degree in Fine Arts will demonstrate mastery in their written, oral, artistic, and visual communication skills, as well as the ability to think creatively and critically

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)										
1.b. Capstone students will give a presentation in which they examine their own work in the context of art history, art theory, and their development as an artist.	70% will score a 7 out of 10 (or higher) on the project presentation component of the Capstone Presentation	All students enrolled in ART 4953 Senior Capstone in the Spring 2017.	9	100% of students scored a 7 out of 10 (or higher) on the Project Presentation component. <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>A</td><td>9</td></tr> <tr><td>B</td><td>0</td></tr> <tr><td>C</td><td>0</td></tr> <tr><td>D</td><td>0</td></tr> <tr><td>F</td><td>0</td></tr> </table>	A	9	B	0	C	0	D	0	F	0	Yes
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**H.
Conclusions**

The Capstone Presentation serves as an appropriate measure because it then forces the student to present this final analysis to a committee of faculty and an audience of peers.
The results of this measure show that the Capstone students demonstrate excellence in understanding and presenting their work to a committee faculty and audience of their peers.

**A.
Student Learning Outcome**

SLO #2: Students will create a body of work in their chosen media that expresses their creativity, diversity and independent thinking.

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)										
Capstone students will participate in a gallery exhibition showcasing their body of artwork to the general public.	70% will score a 7 out of 10 (or higher) on the Portfolio component of the Capstone Presentation	All students enrolled in ART 4953 Senior Capstone in Spring 2017	9	100% of students scored a 7 out of 10 (or higher) on the Portfolio component. <table border="1" data-bbox="1472 589 1568 760"> <tr><td>A</td><td>9</td></tr> <tr><td>B</td><td>0</td></tr> <tr><td>C</td><td>0</td></tr> <tr><td>D</td><td>0</td></tr> <tr><td>F</td><td>0</td></tr> </table>	A	9	B	0	C	0	D	0	F	0	Yes
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C	0														
D	0														
F	0														

**H.
Conclusions**

The BFA Capstone process culminates in a gallery exhibition of a body of new work, which serves as an emulation of a career fine-artist (or designer, or photographer, etc). The results of this measure show that these Capstone students are successfully creating new work that is creative, thoughtful, and well-crafted.

**A.
Student Learning Outcome**

SLO #3: Students will critique their work in oral and written form.

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)										
Capstone candidates will participate in a group critique with the Departments of Fine Arts/Capstone Committee.	70% will score a 7 out of 10 (or higher) in group critique	All students enrolled in ART 4953 Senior Capstone in Spring 2017	9	100% of students scored a 7 out of 10 (or higher) in the group critique <table border="1" data-bbox="1472 500 1568 669"> <tr><td>A</td><td>9</td></tr> <tr><td>B</td><td>0</td></tr> <tr><td>C</td><td>0</td></tr> <tr><td>D</td><td>0</td></tr> <tr><td>F</td><td>0</td></tr> </table>	A	9	B	0	C	0	D	0	F	0	Yes
A	9														
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**H.
Conclusions**

Artists must communicate orally and the results for this measure show that we are exceeding our goals in this competency.

**A.
Student Learning Outcome**

SLO #4: Students will demonstrate proficient knowledge of the history and theory of Fine Art.

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)								
Capstone students will give an oral presentation summarizing the themes presented in their exhibited artwork, and connecting how their work connects to the continuum of art history.	70% will score a 7 out of 10 (or higher) on the Project Presentation component of the Capstone Presentation	All students enrolled in ART 4953 Senior Capstone in Spring 2017	9	100% of students scored a 7 out of 10 (or higher) on the Project Presentation component. <table border="1" data-bbox="1476 500 1570 638"> <tr><td>A</td><td>9</td></tr> <tr><td>B</td><td>0</td></tr> <tr><td>C</td><td>0</td></tr> <tr><td>D</td><td>0</td></tr> </table>	A	9	B	0	C	0	D	0	Yes
A	9												
B	0												
C	0												
D	0												

**H.
Conclusions**

The results show that these Capstone students are making connections from their own work to that of their influences and art history.

A. Student Learning Outcome					
SLO #5: Students will express their satisfaction (or dissatisfaction) with the degree program’s creation of a community of scholars. The department will also invite them to offer suggestions on how to improve the overall program.					
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
Students graduating with a BFA will complete the School of Liberal Arts Graduating Student Survey as a part of their graduation application process.	80% of students graduating with a BFA will express overall satisfaction with the educational experience afforded by the degree.	Students graduating with a BFA will be surveyed.	8	87.5 % responded to the survey. 87.5% of respondents expressed satisfaction (either Very Satisfied or Somewhat Satisfied) with the educational experience afforded by the degree. Very Satisfied – 5 Somewhat Satisfied –2 Missing data –1	Yes
H. Conclusions					
<p>These exit surveys are appropriate measures because they give students an open opportunity to voice their opinions regarding the quality of their educational experience and the “community of scholars” that the department fosters between student and faculty.</p> <p>These results indicate a general sense of satisfaction with that process.</p> <p>The number of respondents may not always match the number of Capstone students, because each year some Capstone students may have a semester of classes left to take, and would therefore not yet fill out a graduation survey.</p> <p>Additionally, we may not always have a 100% return rate on graduation surveys.</p>					

ACCESS DATA from ART 3633: ART MARKETING taught in FALL 2016

A. Student Learning Outcome															
SLO #1: Students completing a baccalaureate degree in Fine Arts will demonstrate mastery in their written, oral, artistic, and visual communication skills, as well as the ability to think creatively and critically.															
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)										
1.a. Art Marketing students will write an artist statement, discussing their working methods, influences and the aesthetic directions of their present work.	70% will score a 7 out of 10 (or higher) on their artist statement.	All students enrolled in ART 3633: ART MARKETING	22	100% of students scored a 7 out of 10 (or higher) on their artist statements. <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>A</td><td>22</td></tr> <tr><td>B</td><td>0</td></tr> <tr><td>C</td><td>0</td></tr> <tr><td>D</td><td>0</td></tr> <tr><td>F</td><td>0</td></tr> </table>	A	22	B	0	C	0	D	0	F	0	Yes
A	22														
B	0														
C	0														
D	0														
F	0														
H. Conclusions															
The artist statement serves as an appropriate measure because it forces the student to define and articulate the motivation and philosophy behind their work. Students who took this course were able to discuss their work fluently in written form.															

**A.
Student Learning Outcome**

SLO #3: Students will critique their work in oral and written form.

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)										
Art Marketing students will orally present a Power Point presentation of their artwork to the class.	70% will score a 7 out of 10 (or higher) on their Power Point presentation	All students enrolled in ART 3633: ART MARKETING	22	100% of students scored a 7 out of 10 (or higher) on their Power Point Presentations. <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>A</td><td>22</td></tr> <tr><td>B</td><td>0</td></tr> <tr><td>C</td><td>0</td></tr> <tr><td>D</td><td>0</td></tr> <tr><td>F</td><td>0</td></tr> </table>	A	22	B	0	C	0	D	0	F	0	Yes
A	22														
B	0														
C	0														
D	0														
F	0														

**H.
Conclusions**

In this presentation, the student must showcase their artwork in an approximate chronologically order and include various components within their work as well as providing a critically self-analysis of their work by comparing earlier art with their present body of work. This measurement creates an opportunity for Art Marketing students present their work orally in front of a group audience.

A. Student Learning Outcome															
SLO #4: Students will demonstrate proficient knowledge of the history and theory of Fine Art.															
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)										
Art Marketing students will prepare and present a teaching lesson focusing on their chosen art medium. This presentation includes the history, development, and master artists working in this medium. Additionally, handouts and additional reading suggestions maybe included.	70% will score a 7 out of 10 (or higher) on their presentations.	All students enrolled in ART 3633: ART MARKETING	22	100% of students scored a 7 out of 10 (or higher) on their teaching lessons. <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>A</td><td>22</td></tr> <tr><td>B</td><td>0</td></tr> <tr><td>C</td><td>0</td></tr> <tr><td>D</td><td>0</td></tr> <tr><td>F</td><td>0</td></tr> </table>	A	22	B	0	C	0	D	0	F	0	Yes
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D	0														
F	0														
H. Conclusions															
Art Marketing students conduct research on historical contexts, artworks of contemporary artists and introduce these to the class. This research-based project allows Art Marketing students gain knowledge through learning.															

PART 5

Proposed Instructional or Assessment Changes

Learning outcomes assessment can generate actionable evidence of student performance that can be used to improve student success and institutional effectiveness. Knowledge of student strengths and weakness gained through assessment can inform faculty efforts to improve course instruction and program curriculum. Below discuss potential changes the department is considering which are aimed at improving student learning or the assessment process. Indicate which student learning outcome(s) will be affected and provide a rationale for each proposed change. These proposals will be revisited in next assessment cycle.

Proposed Change	Applicable Learning Outcomes	Rationale and Impact
Adding 1 student learning outcome "Students		This new SLR is align with our Department Purpose

Proposed Change	Applicable Learning Outcomes	Rationale and Impact
<i>will learn to work as a group and gain practical knowledge as an artist in their art communities”</i>		which is to foster values of scholarship, creativity, appreciation of diversity, and community among our faculty, staff, and students.


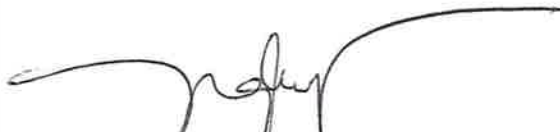
PART 6
Summary of Assessment Measures

- A. How many different assessment measures were used? 9
- B. List the direct measures (see appendix):
 - Capstone Portfolio
 - Capstone Written Component
 - Capstone Presentation
 - Art Marketing Artist Statement
 - Art Marketing Artist Presentation
 - Art Marketing Teaching Lesson Presentation
- C. List the indirect measures (see appendix):
 - D. Graduation Surveys

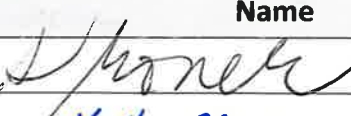
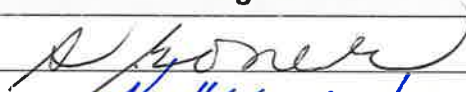


PART 7

Faculty Participation and Signatures

A. Provide the names and signatures of all full time and adjunct faculty who contributed to this report.

Faculty Name	Assessment Role	Signature
Associate Prof Steve Rosser	Department Head, Senior Capstone Professor, Department Assessment Contributor	
Assistant Prof. Anh-Thuy Nguyen	UAC representative, Department Assessment Coordinator	

B. Reviewed by:

Titles	Name	Signature	Date
Department Head	 Steven Rosser		9.14.17
Dean	 Keith Martin		9/15/17