

## STUDENT OUTCOMES ASSESSMENT PLAN FOR DEPARTMENT OF ART MAJORS

| Goals  | Competencies  | Learning Outcomes  | Assessment Techniques   | 2004-2006  | Alignment with University Strategic Action Plan  |
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| <p><b>A. Graduates of the Art Department will be skilled, oral and visual communicators.</b></p> | <p><b>1. Skilled written Communicators.</b><br/> <u>Art Education:</u><br/>           a. Can clearly articulate their teaching philosophy and the unique ways in which art learning contributes to cognitive, emotional, and social growth.<br/>           b. Act as researchers studying different teaching strategies.</p> <p><u>Graphic Design:</u><br/>           a. Can clearly articulate in writing their design methodology which includes client benefits and problem-solving.<br/><br/>           b. Can develop and execute a research plan appropriate to problem –solving.</p> | <p><u>Art Education:</u><br/>           a. Written teaching Philosophy (art 382)</p> <p>b. Written Article for: <i>The Drawing Board: An Arts Education Journal for Pre-Service Teachers</i> (Art 383).</p> <p><u>Graphic Design:</u><br/>           a. Documentation of work related to specific design problems in the form of a process book including their reasoning and methodology in the solution of creative problems (Dsgn 371, 374, 379, 470, 471, 476).</p> <p><b>1b. Graphic Design and New Media:</b><br/>           Written proposal and rationale for self-initiated project (Dsgn 471, 457, 459).</p> | <p>What measures will be used to evaluate student learning?</p> <p>a. Philosophy evaluation form.</p> <p>b. Journal article rubric</p> <p>a. Presentation of information to class in both formal and informal settings, group critiques, and individual critique.</p> <p>1b. Critique of proposal vis-à-vis a completed work.</p> | <ul style="list-style-type: none"> <li>• Status, outcomes and results of assessment</li> <li>• Determine future plans and recommendations</li> <li>• Record actions taken</li> </ul> | <p>A. Enhanced quality of Education through attention to characteristics, abilities, and skills.</p> |

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|  | <p>c. Can create written evaluation of projects.</p> <p>d. Can plan, organize, and write content for a hyper textual environment.</p> <p><u>Art History:</u><br/>a. Are active interpreters of the relationship between electronic media and trans-national culture.</p> <p>b. Engage in writing and speaking critically for application to personal growth in daily life.</p> | <p><b>2b. Design Production:</b><br/>Written proposal regarding senior project that describes the project, its overall contribution to the senior portfolio, and delineates necessary resources in terms of equipment, facilities, access, materials, and budget (Dsgn 477).</p> <p><b>2c. Design Production:</b><br/>Written critique of collaborative class project in terms of correlation of original art to final printed art and how experience influences future projects technically and aesthetically (Dsgn 372, 477).</p> <p><b>1d. New Media:</b><br/>Development and production of working website design with appropriate hierarchy and content development (Dsgn 354, 456).<br/>2d. Written paper organized in the form of website on topics related to the content of AH 311.</p> <p><u>Art History:</u><br/>a. Lectures, readings, written exercises, class discussions and projects, and visual analyses (Art History 313, 401, 440, and 450).<br/>1b. Response papers (Art History 275, 308, 358, 375).</p> <p>2b. Research Project with annotated bibliography (Art History 275).<br/>3b. Museum/Community-based projects (Art History 308, 490).</p> | <p>2b. Critique of proposal with regards to clarity, feasibility, and contribution to portfolio.</p> <p>c. Written critique evaluated for clarity and completeness of essay.</p> <p>1d. Group and individual critiques of final product.</p> <p>2d. Written critique of paper for content and presentation style based upon objectives of assignment.</p> <p>a. Grading rubrics</p> <p>1b. Class and peer evaluations.</p> |  |  |
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|  | <p><u>Studio:</u><br/>a. Are capable of expressing written responses to exhibitions and can generate synopses of research relative to specific studio areas.</p> <p><u>Foundations:</u><br/>a. Will develop observational and analytical skills in writing and speaking about visual work.<br/>b. Skilled oral communicators.</p> <p><u>Art Education:</u><br/>a. Have well-developed communication skills and are familiar with appropriate ways of asking questions, facilitating discussions, and promoting critical thinking.</p> <p><u>Graphic Design:</u><br/>a. Have well developed oral communication skills associated with client interview, project presentation, and project critique.</p> <p>b. Have the vocabulary and critical thinking skills to collaborate with other professionals as a design part of a design team.</p> | <p>4b. Evaluation of essay methodology and process.</p> <p><u>Studio:</u><br/>a. Written responses to and reviews of exhibition (Art 270, 321, 494).</p> <p><u>Foundations:</u><br/>a. Written sketchbook assignments for self-evaluation and idea generation (Art 110, 120, and 130).<br/>b. Written critique of classroom work and outdoor exhibitions (Art 109, 110, 120, and 130).</p> <p><u>Art Education:</u><br/>a. Questioning strategy exercises, field experiences, and unit plan development (Art 381).</p> <p><u>Graphic Design:</u><br/>1a. Presentation of senior project to peers and faculty (Dsgn 477, 476, 459).<br/>2a. Presentation of work-in-progress and finished projects to peers and faculty (Dsgn 371, 379, 470, 471).<br/>3a. Informational interviews with professionals in the field (Dsgn 479).</p> <p>b. Group Design production project wherein each team identifies responsibility for management and execution of project, brainstorms and defines project, prepares budget, orders necessary</p> | <p>a/b. Written evaluation critiquing content and grammar.</p> <p>a. Written critiques and individual verbal evaluation.</p> <p>b. Written evaluation</p> <p>a. Guided discussion, field experience evaluation, and unit plan rubric.</p> <p>1a, b &amp; c. Evaluation for clarity, organization, content, and style.</p> <p>b. Written evaluations by students using personnel evaluation forms and critique of group presentation to peers and faculty.</p> |  |  |
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|  | <p><u>Art History:</u><br/>a. Engage in writing and speaking.</p> <p><u>Studio:</u><br/>a. Capable of providing oral defense of visual projects through individual and group critiques.</p> <p><u>Foundation:</u><br/>a. Are capable of providing oral defense through individual and group critiques.</p> <p><b>3. Skilled visual communicators</b><br/><u>Art Education:</u><br/>a. Have strong studio skills and well-developed understanding of own art making processes, qualities, and techniques.</p> <p><u>Graphic Design:</u><br/>a. Have well-developed understanding of design processes, problem solving, typography, technical processes, professional standards, and presentation.</p> <p>b. Have well-developed ability to create visual solutions within the parameters of multi-faceted communication problems.</p> | <p>materials, and reserves time on needed equipment to meet working deadline (Dsgn 473).</p> <p><u>Art History:</u><br/>a. Student discussion of article and oral presentations of research (Art History 275, 401, 429, 438, 440).</p> <p><u>Studio:</u><br/>a. Oral defense of student work (all upper level courses).<br/>b. Professional artist presentation (Art 495).</p> <p>a. Oral critique requirement (Art 110, 120, and 130).</p> <p><u>Art Education:</u><br/>a. Foundation Program: Art 109, 110, 120, 130, six additional studio courses, and 10 credits of advanced studio.</p> <p><u>Graphic Design:</u><br/>1a. Development of identities, book covers integrating image and display topography, and brochure (Dsgn 371, 470).<br/>2a. Professional presentation standards (Dsgn 352, 354, 371, 470, 471, 473, 458, 476, 477).</p> <p>b. Coordination of multiple visual communication media in the development of identity systems and website development (Dsgn 470, 456).</p> | <p>a. Instructor Observation</p> <p>a. Written evaluations</p> <p>a. Critiques, examinations, and essays.</p> <p>1a &amp; 2a. Written and class critiques.</p> <p>b. Class critiques and written evaluations.</p> |  |  |
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|  | <p>c. Have a well-developed ability to understand, explore, and execute solutions within complex and rapidly evolving technology.</p> <p>d. Have the ability to be divergent, creative thinkers.</p> <p><u>Studio:</u><br/> a. Will demonstrate an understanding of the elements and principles of design</p> <p>b. Will demonstrate knowledge about traditional and new technologies of art.</p> | <p><b>1c. Graphic Design:</b><br/> Development of creative concepts using various types of images and type editing software.</p> <p><b>2c. Design Production:</b><br/> Creation of visual solutions to practical communications problems using competing software, and developing breadth of software skills (i.e. PageMaker, In Design, and QuarkXPress) (Dsgn 473).</p> <p><b>3c. New Media:</b><br/> Creation of visual solutions within the context of the web, digital video, sound animated images using software such as Flash, Photoshop/Image Ready, BBEEdit, Final cut Pro (Dsgn 354, 456, 457, 459).</p> <p><b>1d. Graphic Design and New Media:</b><br/> Self-authored graphic design projects that focus on problem-solving (Dsgn 471, 457, 459).</p> <p><b>2d. Design Production:</b><br/> Collaborative book arts assignment involving the selection of class theme and physical dimensions of project (Dsgn 377).</p> <p><u>Studio:</u><br/> a. Wire frame and plaster project (Art 130).</p> <p>b. Traditional vs. contemporary concepts of body art related to sculpture (Art 333)</p> | <p>1c. Written evaluation of technical skills and proficiency.</p> <p>2c. Examination of student digital files using standard form listing, expected elements and techniques in file creation.</p> <p>3c. Group and individual critique of product.</p> <p>1d. Class and individual verbal and written critiques.</p> <p>2d. Group critiques of interpretations theme; individual critique of contribution in terms of concept, depth of content, execution of artwork and/pr text, and selection of materials.</p> <p>a/b/c. Critique of individual drawings leading to critical edit for portfolio.</p> |  |  |
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|  | <p>c. Are capable of selecting appropriate media relative to concepts and forms of art.</p> <p><u>Foundations:</u><br/> a. Will develop a variety of skills used in visual communication including the use of materials and techniques.</p> | <p>c. All sculpture projects (Art 130, 230, 331, 332, 333, 334, 494).</p> <p><u>Foundations:</u><br/> a. Visual journals (Art 110, 120, and 130).<br/> b. Research component (Art 110, 120 and 130).<br/> c. Symbol and visual metaphor assignment (Art 110, 120, and 130).<br/> d. Conceptual component assignment (Art 109, 110, 120, and 130).</p> |  |  |  |
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| <p><b>B. Graduates of the Art Department will have the skills to think critically and reflectively.</b></p> | <p><b>1. Critical, reflective thinkers</b></p> <p><u>Art Education:</u><br/>a. Development of intellectual values such as critical thinking and higher ordered thinking skills through active engagement with the visual arts.</p> <p><u>Graphic Design:</u><br/>a. Have the ability to assess problems, creatively explore, recenter and executive solutions based upon clearly defined communication goals.</p> <p><u>Studio:</u><br/>a. Will demonstrate knowledge of the philosophical issues related to visual arts applied to students' individual development.</p> <p><u>Foundations:</u><br/>a. Will demonstrate problem solving skills using a variety of materials and techniques</p> <p><u>Art History:</u><br/>a. Will think critically about the intersections between visual imagery and social and political values.</p> | <p><u>Art Education:</u><br/>a. Mind start Curricular Development (Art 381).</p> <p><u>Graphic Design:</u><br/>a. Response and execution of creative solutions based on pre-specified parameters (Dsgn 350, 371, 372, 374, 456, 457, 459, 470, 471, and 473).</p> <p><u>Studio:</u><br/>a. All sculpture projects (Art 230, 333, 334, 495).</p> <p><u>Foundations:</u><br/>a. Class critiques (Art 110, 120, and 130).<br/>b. Interpretation Assignments (Art 100, 120 and 130).<br/>c. Written project proposal, self-assessment, and critique (Art 110, 120, and 130).</p> <p><u>Art History:</u><br/>a. Guided readings, written assignments, development of vita, and application letter for graduate school (Art History 275, 375, 475).<br/>b. Application of critical theory and analysis (Art History 301, 358, 401, 429, 438, 440).</p> | <p><u>Art Education:</u><br/>a. Critical thinking and curricular development rubric.</p> <p><u>Graphic Design:</u><br/>a. Critiques and written evaluations.</p> <p><u>Studio:</u><br/>Critique and written evaluations.</p> <p><u>Foundations:</u><br/>a. Written evaluation</p> <p><u>Art History:</u><br/>a. Written paper evaluation</p> <p>b. Visual exercises.</p> |  | <p>B. Enhanced Quality of Education through attention to characteristics, abilities, and skills.</p> |
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| <p><b>C. Graduates of the Art Department are committed to the study and understanding of diversity and multiculturalism.</b></p> | <p><u>Art Education:</u><br/>a. Are committed to the celebration of diversity, and use the multicultural content of art to promote opportunities to learn tolerance and acceptance of others.</p> <p><u>Graphic Design:</u><br/>a. Will understand and be sensitive to client, audience, and verbal and visual messages in a diverse and pluralistic society.<br/>b. Will be sensitive to negative stereotyping in image and text.</p> <p><u>Studio:</u><br/>a. Will demonstrate an understanding of the nature of contemporary cultural thinking in art and design and recognize the value of studying art from other cultures and marginalized populations.<br/>b. Are capable of evaluating the technical merit of one or more artistic applications used in works that challenge the prevailing concepts of Western Art.</p> <p><u>Foundations:</u><br/>a. Will develop a knowledge and understanding of culture from a variety of historical and cultural perspectives.</p> <p><u>Art History:</u><br/>a. Will understand the ways in</p> | <p><u>Art Education:</u><br/>a. Questioning strategies (Art 381).</p> <p><u>Graphic Design:</u><br/>a. Contributions to campus publications such as Klipsun, Planet, Jeopardy, and AS (all courses).<br/>b. Examination of the history of visual communication, the creation and implementation of visual themes and stereotypes employed (Art History 312).</p> <p><u>Studio:</u><br/>a. Similarities and differences research paper project (Art 362)</p> <p>b. Combines study of art history with contemporary art making projects whereby student compares historical, cultural, and contemporary issues.</p> <p><u>Foundations:</u><br/>a. Lecture presentation of various visual cultures (Art 109).<br/>b. Signs and symbols assignment (Art 109).</p> <p><u>Art History:</u><br/>a. Response papers, class</p> | <p>a. Questioning strategy rubric.</p> <p>a. Acceptance and publication of work.</p> <p>b. Multiple-choice and essay examinations and class discussion participation.</p> <p>a. Evaluation scale.</p> <p>b. Presentation of source material at time of critique.</p> <p>a. Guided discussion and examination questions.</p> |  | <p>C. Understanding of, and experience, with diversity through university curriculum which includes academic programs and courses on campus and abroad that examine issues related to diversity.</p> |
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|  | <p>which visual imagery contributes to the construction of cultural identity.</p> <p>b. Will understand cross-cultural differences related to aesthetics and social values.</p> | <p>discussion, lectures, and various projects (Art History 240, 241, 301, 308, 310, 315, 358, 401, 429, 438, 440, 490).</p> <p>b. Response papers, class discussion, analytical reading, and various projects (Art History 308, 448, 490).</p> | <p>b. Participation appraisal presentation.</p> |  |  |
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| <p><b>D. Graduates of the Art Department will be engaged and responsible citizens of their local and national communities and understand the social and cultural realms of art.</b></p> | <p><u>Art Education:</u><br/> a. Will engage in service learning projects within the local, state and global communities.<br/> b. Will develop curriculum that focuses on the teaching of arts-based service learning.<br/> c. Will sponsor community arts activities.</p> <p><u>Graphic Design:</u><br/> a. Will be engaged and responsible designers, participating in both local and national design communities.<br/> b. Will have a strong awareness of professional ethics, standards and legal responsibilities including copyright.</p> <p><u>Studio:</u><br/> a. Will study a variety of social issues related to the production and evaluation of art.</p> <p><u>Foundations:</u><br/> a. Will develop skills and processes for forming community interaction and involvement within the first year student community, the department as a whole, and the community at large.</p> | <p><u>Art Education:</u><br/> a. Service Learning Projects (Art 383).<br/><br/> b. Service Learning Curricular Units (Art 383).<br/><br/> c. WAG - Weekends at the Gallery (Art 382).</p> <p><u>Graphic Design:</u><br/> a. Participation in AIGA and NWDA events (all courses).<br/><br/> b. Lectures and presentations by practicing visual communicators; preparation of business documents, cover letters, resumes, invoices, contracts, proposals and change letters (Art 479).</p> <p><u>Studio:</u><br/> a. Social issues-based projects (Art 361, 362, 363).</p> <p><u>Foundations:</u><br/> 1a. Presentation of opportunities to engage the community (Art 110, 120 and 130),<br/> 2a. Discussion that emphasizes the importance of individual expression and diversity within class communities (Art 110, 120, and 130).<br/> 3a. Involvement of community with class regarding study of art (Art 109).</p> | <p>a,b,c. Service learning rubric, checklist and rating scale.</p> <p>a. Attendance and participation in event responsibilities.<br/><br/> b. Multiple-choice, short answer, essay examinations and group and individual critique of business documents.</p> <p>a. Presentation of source material at time of critique.</p> <p>a. Written evaluation and guided discussion.</p> |  | <p>D. Creation of strong campus community of students, faculty and staff, alumni, parents and friends committed to preserving and augmenting the partnership with the broader community and public by continuing to contribute significant educational, economic, cultural and technological resources and expertise.</p> |
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|  | <p><u>Art History:</u><br/> a. Will identify and evaluate the social and cultural production of art.</p> <p>b. Will study the production of visual culture in venues from galleries and museums to larger built environments.</p> <p>c. Will analyze what is viewed in order to understand how the visual contributes to human values.</p> | <p><u>Art History:</u><br/> a/c. Service learning projects at both local and global levels (Art History 308, 490).</p> <p>b. Internships (Art History 305, 306).</p> | <p>a. Portfolio, grading rubric, self-assessment, and peer evaluation.</p> <p>b. Course project self-evaluations and community supervisor reports.</p> |  |  |
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| <p><b>E. Graduates of the Art Department will be knowledgeable of the professional practices in their respective fields.</b></p> | <p><u>Art Education:</u><br/>a. Will understand the professional practices of the art education field such as the importance of research and relevant literature, the articulation of teaching philosophies, the engagement of the community, and active involvement in professional organizations.</p> <p><u>Graphic Design:</u><br/>a. Will participate in the student activities sponsored by appropriate professional organizations.</p> <p>b. Will be exposed to a broad range of professional thinking.</p> <p><u>Studio:</u><br/>a. Will assemble a professional portfolio through readings, discussions, artists' visits, development of artist statement, and professional presentation.</p> <p><u>Foundations:</u><br/>a. Will develop knowledge of contemporary art practice.</p> <p><u>Art History:</u><br/>a. Will gain familiarity with a range of critical methodologies and cultural</p> | <p><u>Art Education:</u><br/>a. Written advisories, translations, and art education philosophies; mentoring of state high school students through critiques, and sharing of work; and sponsoring art workshops for practicing teachers (Art 382).</p> <p><u>Graphic Design:</u><br/>a. Membership in AIGA, attendance at AIGA meetings including Jump Start, Reality Check, Trapeze, and Studio tours (all courses).</p> <p>b. Guest speakers and department lecture series and readings of current professional publications (all courses).</p> <p><u>Studio:</u><br/>a. Readings, artist's visits, Development of artist statement, and professional presentation (Art 494 &amp; Art 495).</p> <p><u>Foundations:</u><br/>a. Research assignments, documentation of gallery visits, class lectures, and visiting artist lectures.<br/>b. Video interviews with contemporary artists and readings (Art 109).</p> <p><u>Art History:</u><br/>a. Course projects, library research, and readings (Art History 300 and 400 level</p> | <p>a. Article rubric.</p> <p>a. Attendance and submission of work to programs and competitions.</p> <p>b. Attendance, written reviews of speakers and participation in discussions.</p> <p>a. Guided discussion, examination questions, and written evaluation.</p> <p>a. Written assignment evaluation and annotated bibliography presentations.</p> |  | <p><b>E. Ongoing efforts will be made to ensure that programs of study are coherent, reflect current methodologies, technologies, and information, and are intellectually challenging.</b></p> |
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|  | <p>theories.<br/>b. Will understand how meanings of objects are altered with change in physical and temporal environments.</p> | <p>courses).<br/>b. Fieldtrips to museums and galleries and readings (Art History 308, 490).</p> | <p>b. Response papers, rubrics, and examinations,</p> |  |  |
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