BFA PROGRAM ASSESSMENT PLAN

Final version
APPROVED BY THE FA FACULTY JAN 23 2014

Program
Bachelor of Fine Art

Department
School of Art

College
DAAP

2013

Faculty Committee:
Charles Woodman
513 290-7191
Charles.woodman@uc.edu

Jim Williams
WILLIAJ1@UCMAIL.UC.EDU

UNIVERSITY OF Cincinnati
School of Art BFA degree Program Overview

The Bachelor of Fine Arts Degree is a four-year undergraduate program. In the freshman year all students take a sequence of four foundations level studios: Space, Drawing, Surface and Time. These classes introduce students to basic methods and concepts of Fine Art making. The studios are supplemented by two seminar classes, Intro to Visual Culture and Current Art Forum. The year concludes with a Freshman Portfolio Review. In the sophomore year Students complete 4 Intro Studio classes choosing from a wide range of courses in a variety of specific media practices such as Painting, Sculpture, Photography, etc. The degree requires that students complete a total of five intro studios, with one each of the three areas of 2D, 3D and Media. Students enroll in the fifth Intro Studio during their junior or senior year. In addition sophomore students complete the Visual Arts Concepts I seminar. The sophomore year concludes with a Sophomore Portfolio Review. In the junior year students take a combination of intro and upper level studios (again choosing from a range of media specific topics) as well as seminars and lecture courses in Visual Art Concepts II and Profession Practices for Artists. The degree requires completion of a total of 6 upper level studios. As seniors, students complete any remaining needed upper level studios (typically three). All seniors also take the year long Senior Thesis Seminar sequence. This capstone course is directed at helping students synthesize their studio course work into a coherent senior project, a body of work exhibited in the culminating DAAPWorks Senior Show at the end of the year. A senior thesis paper supplements the exhibition.
Program Outcomes

Upon completing the BFA Degree students will be able to:
1) Integrate knowledge from different disciplines, historical periods, and cultures to create personal views of the world and its inhabitants that demonstrate an understanding of the character and value of contemporary culture.

2) Work critically with the world of images and ideas, through an engaged and sustained creative practice, that is shared with the community of their peers.

3) Present themselves and their artworks in a professional manner in person, in writing and through reproductions.

4) Use technology in appropriate ways to effectively convey concepts and ideas.

5) Use any medium (i.e. books, periodicals, Internet, etc.) proficiently to conduct research and obtain information.

6) Respond in a creative, insightful and socially responsible manner to the challenges that occur in their lives.
# Curriculum/Program Map

## Curriculum Mapping Matrix: Linking Program Outcomes to Curriculum

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>e: Emerging</td>
<td>d: Developing</td>
<td>a: Achieved</td>
<td>e</td>
<td>e</td>
<td>d</td>
<td>d</td>
<td>d</td>
<td>d</td>
<td>d, a</td>
<td>d, a</td>
</tr>
<tr>
<td>OUTCOMES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1)</strong> Integrate knowledge from different disciplines, historical periods, and cultures to create personal views of the world and its inhabitants that demonstrate an understanding of the character and value of contemporary culture.</td>
<td>e</td>
<td>e</td>
<td>d</td>
<td>d</td>
<td>d</td>
<td>d</td>
<td>d</td>
<td>d</td>
<td>d, a</td>
<td>d, a</td>
</tr>
<tr>
<td><strong>2)</strong> Work critically with the world of images and ideas, through an engaged and sustained creative practice, that is shared with the community of their peers.</td>
<td>e</td>
<td>e</td>
<td>d</td>
<td>d</td>
<td>d</td>
<td>d</td>
<td>d</td>
<td>d</td>
<td>d</td>
<td>d, a</td>
</tr>
<tr>
<td><strong>3)</strong> Present themselves and their artworks in a professional manner in person, in writing and through reproductions.</td>
<td>e</td>
<td>e</td>
<td></td>
<td>e</td>
<td>d</td>
<td>d</td>
<td>d</td>
<td>a</td>
<td>a</td>
<td>d, a</td>
</tr>
<tr>
<td><strong>4)</strong> Use technology in appropriately ways to effectively convey concepts and ideas.</td>
<td>e</td>
<td>e</td>
<td></td>
<td>e</td>
<td>d</td>
<td>d</td>
<td>d</td>
<td>a</td>
<td>a</td>
<td>d, a</td>
</tr>
<tr>
<td><strong>5)</strong> Use any medium (i.e. books, periodicals, internet, etc.) proficiently to conduct research and obtain information.</td>
<td>e</td>
<td>e</td>
<td></td>
<td>e</td>
<td>d</td>
<td>d</td>
<td>d</td>
<td>a</td>
<td>a</td>
<td>d, a</td>
</tr>
<tr>
<td><strong>6)</strong> Respond in a creative, insightful and socially responsible manner to the challenges that occur in their lives.</td>
<td>e</td>
<td>e</td>
<td></td>
<td>e</td>
<td>d</td>
<td>d</td>
<td>d</td>
<td>d</td>
<td>d</td>
<td>d, a</td>
</tr>
</tbody>
</table>

* Please note that you are only identifying required courses and experiences that are house with in your academic unit.

## Methods and Measures
<table>
<thead>
<tr>
<th>Program Outcome</th>
<th>Assessment Tools</th>
<th>Course/Experience</th>
<th>Time Line</th>
<th>Responsible Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Integrate knowledge from different disciplines, historical periods, and cultures to create personal views of the world and its inhabitants that demonstrate an understanding of the character and value of contemporary culture.</td>
<td>e- 1,2,3,4, d-3,4,5,6,7,8,10,11, a- 8,10,11</td>
<td>e- FAA 1001-4, FAA 1080, Freshman Review, FAA 1085; d- FAA 2080, FAA3080, FAA5081-2, Sophomore Review, FAA1080, FAA1085, FAAXXXX; a- FAA 5081-2, FAA3080, FAAXXXX</td>
<td>e- every spring Freshman year, d- every fall Sophomore year, a- every spring Senior year</td>
<td>Individual faculty will assess student work. Program coordinator &amp; curriculum committee will collect, collate and analyze data across program.</td>
</tr>
<tr>
<td>2) Work critically with the world of images and ideas, through an engaged and sustained creative practice that is shared with the community of their peers.</td>
<td>e- 1, 2, d-3,4, 5, 6, 7, 9, 10, 11, a-10, 11</td>
<td>e- FAA1001-4, Freshman Review; d- FAAXX, FAA 2081, FAA1080, FAA1085, FAA2080, Sophomore Review, FAA3085, FAA5081-2, a- FAAXXXX, FAA 5081-2</td>
<td>e- every spring Freshman year, d- every fall Junior year, a- every spring Senior year</td>
<td>Individual faculty will assess student work. Program coordinator &amp; curriculum committee will collect, collate and analyze data across program.</td>
</tr>
<tr>
<td>3) Present themselves and their artworks in a professional manner in person, in writing and through reproductions.</td>
<td>e- 1, 2, 5, d- 6, 7, 9, 10, 11, a-9, 10, 11</td>
<td>e- FAA1001-2, Freshman Review, FAA2080; d- Sophomore review, FAA 3085, FAA5081-2, FAAXXXX; a- FAA 5081-2, FAA3085, FAAXXXX</td>
<td>e- every spring Sophomore year, d- every spring Junior year, a- every spring Senior year</td>
<td>Individual faculty will assess student work. Program coordinator &amp; curriculum committee will collect, collate and analyze data across program.</td>
</tr>
<tr>
<td>4) Use technology in appropriately ways to effectively convey concepts and ideas.</td>
<td>e- 1, 2, 5, d-6,7, 10, 11, a-10, 11</td>
<td>e- FAA1001-4, Freshman Review, FAA1080, d- FAAXXX, Sophomore Review, FAA5081-2 a- FAA 5081-2, FAA XXXX</td>
<td>e- every spring Freshman year, d- every spring Sophomore year, a- every spring Senior year</td>
<td>Individual faculty will assess student work. Program coordinator &amp; curriculum committee will collect, collate and analyze data across program.</td>
</tr>
<tr>
<td>5) Use any medium (i.e. books, periodicals, internet, etc.) proficiently to conduct research and obtain information.</td>
<td>e- 1, 2, 3, 4, d- 3, 4, 5, 6, 8, 10, 11, a-8, 9, 10, 11</td>
<td>e- Freshman Review, FAA1001-4, FAA1080, FAA1085; d- FAA1080, FAA 2080, FAA1085, FAAXXXX, FAA3080, a- FAA 5081-2, FAA3080, FAA3085, FAAXXXX</td>
<td>e ever fall Sophomore Year, d- every fall Junior year, a- Senior year</td>
<td>Individual faculty will assess student work. Program coordinator &amp; curriculum committee will collect, collate and analyze data across program.</td>
</tr>
<tr>
<td>6) Respond in a creative, insightful and socially responsible manner to the challenges that occur in their lives.</td>
<td>e- 1, 2, 3, 4, 5, d- 5, 6, 7, 8, 9, 10, 11, a-10, 11</td>
<td>e- FAA1001-4, Freshman Review, FAA1085, FAA1080, FAA2080; d- FAAXXX, FAA2080, FAA3080, FAA 3085, Sophomore Review, FAA5081-2, a- FAAXXXX, FAA5081-2</td>
<td>e- every spring Freshman year, d- every spring Junior year, a- every spring Senior year</td>
<td>Individual faculty will assess student work. Program coordinator &amp; curriculum committee will collect, collate and analyze data across program.</td>
</tr>
</tbody>
</table>
Assessment Tools Key

1) Foundations Studios (POs 1,2,3,4,5,6)

2) Freshman Portfolio Review
Students will submit a portfolio of 2D, 3D, and media work from the four foundation studio courses that will be reviewed by foundation faculty. A standardized rubric will be used in the review process to assess the work's level of technical facility, and conceptual strength. (POs 1, 2, 3, 4, 5, 6)

3) Intro to Contemporary Art, FAA1080 (POs 1,2,5,6)

4) Current Arts Forum
A standardized rubric in the form of a test will be used to assess the student's knowledge of contemporary art themes and artists and their relationship to the broader culture. (POs 1, 2, 5, 6)

5) Visual Art Concepts 1
A standardize rubric in the form of a test will be given to assess the students understanding of the Modernist Period (art and culture) (POs 1,2,3, 4, 5, 6)

6) Intro Studios (POs 1, 2, 3, 4, 5, 6)

7) Sophomore Review
Students will mount an exhibition of their work and make an oral presentation/ defense of their use of technology/materials and their relationship to the concepts explored in the work. (A standardize rubric will be used to evaluate technical and conceptual richness of presented artwork and the student's ability to discuss their work with the review committee. (POs 1, 2, 3,4, 6)

8) Visual Arts Concept 2
A standardize rubric in the form of a test will be given to assess the students understanding of the Post- modernist Period (art and culture) (POs 1, 5, 6)

9) Professional Practice Seminar
Students will complete the following exercises: Artist’s Statement, Digital Portfolio, Resume/CV, Graduate School Application including cover letter, Grant Application/Project Proposal. Standardize rubrics will be used to evaluate these exercises. (POs 2, 3, 5,6)

10) Advanced Studios (POs 1,2,3,4,5,6)

11) Senior Seminar
A. Students will design a personal website to represent their professional activity, artwork and assignments

B. Students will complete a 6-8 page Thesis Paper to accompany their thesis project artwork (to be assessed according to a standardized rubric that examines content, focus, organization, writing style, and grammar/spelling and adherence to MLA standards.

C. Students will develop a focused body of artwork a portion of which will be exhibited in DAAPWORKS (to be assessed according to a standardized rubric that evaluates conceptual richness, appropriate use of technology, professional presentation and oral defense. (POs 1,2,3,4,6)

Assessment Infrastructure
Members of the School of Art Curriculum Committee will review and evaluate assessment materials annually. The Curriculum Committee will be composed of Fine Art faculty. The SOA Staff Program Coordinator (PC) will be in charge of setting up an area on Blackboard or on DAAPspace to which faculty can upload the assessment profile from their course. The Curriculum Committee will be charged with analyzing and evaluating this data and producing an annual report for dissemination to program faculty. The Curriculum Committee will be responsible for assisting relevant faculty in the design of assignments/rubrics used in assessment. At the beginning of each semester the PC will notify all faculty teaching required courses to remind them of the assessment data that will need to be collected for each course (e.g. individual projects, scores on verbal and written critiques and final course projects). At the end of each semester faculty will be asked to submit the relevant data electronically to the site setup by the PC. The PC will organize the data for the Curriculum Committee Review. The Curriculum Committee will meet annually at the end of the Spring semester to review the assessment data from each required course and determine if the actual level of achievement for each PLO matches the expected levels.

Given the substantial workload associated with this endeavor it should be recognized as a major service commitment. Depending on how work is allocated to committee members it may be necessary to provide a release time from other teaching or service responsibilities. As necessary, the curriculum committee will meet with instructors of courses used in the assessment to discuss the assessment tool, and level of student achievement for relevant PLOs in the course. Where inconsistencies or deficiencies are observed modifications will be recommended. By the end of summer the Curriculum Committee will produce a report that summarizes their findings. This report will be forwarded to the faculty at the beginning of the fall semester prior to the first faculty meeting for their review. A portion of the first faculty meeting of the fall semester will be dedicated to a discussion of the report findings with faculty input sought regarding any needed changes to the curriculum. Based on their findings and faculty recommendations, the Curriculum Committee will submit a list of recommendations to the faculty for their consideration and approval.

The outcomes of these deliberations would be to initiate minor changes to the curriculum as early as the following semester. Major curriculum revisions will require a longer assessment period of 3-5 years at which time a faculty retreat would be scheduled and conducted by the Curriculum Committee for that purpose.

SOA staff and a graduate assistant assigned to the committee will provide support to the committee in its deliberation. SOA staff will maintain all reports and associated assessment data in the school office.

Findings
Here you will describe and explain in this section any multi-year patterns and trends that your assessment efforts have identified, including a description of any relevant relationships to national standards.

Use of Findings
In this final section, you will describe how your program intends to make use of the program-level assessment data it has gathered.

- How will this information be presented to and discussed among the faculty?
- How might this data or these discussions result in review and possible revision of course or program learning outcomes and pedagogical strategies?