

Program
Master of Fine Art
Graduate Fine Arts

Department
School of Art

College
DAAP

2014

MFA PROGRAM ASSESSMENT PLAN

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School of Art MFA Graduate Fine Arts degree Program Overview

The Master of Fine Arts (MFA) is a two-year studio program with specialization in the areas of two-dimensional studies (painting, drawing, printmaking), three-dimensional studies (sculpture, ceramic sculpture), and media studies (photography, electronic art, new media). The primary goal of graduate education in the visual arts is professional excellence and interdisciplinary work. 40 graduate students on average are enrolled.

The program is housed in excellent facilities which include; individual studios for graduate students and studios for etching, lithography, relief printing, silkscreen, metal fabrication, ceramics, metal casting, sculpture, digital printing, darkroom work, electronic art and video, wood working, rapid prototyping, and figure drawing and modeling. Four galleries are connected to the school and college, including one in downtown Cincinnati, and these showcase student work, thesis work, faculty work, and visiting artist work.

What will students gain from our program?

The MFA program for Graduate Fine Artists offers its most talented students the opportunity to be awarded scholarships, graduate assistantships, teaching assistantships, travel fellowships and research grants. The School of Art sustains an active visiting artist program and offers additional programs/courses in professional practice, art history, art education, critical theory and museum studies. Our program provides students with individual studio spaces and integrated opportunities to exhibited their work and prepare them for a multitude of careers in the global creative economy. Our students also have the opportunity to learn the most advanced techniques of creative production, which equips them with the 21st century skills needed to compete in artistic and academic careers in an environment that is fueled by some of the nation's leading creative individuals.

Cincinnati's dynamic art community and institutions such as the Contemporary Art Center and the Cincinnati Art Museum offer many other resources and opportunities for students. The students are also given the opportunity to exhibit their work in multiple venues at the University of Cincinnati, in the city of Cincinnati and in the region through collaborations with other University programs. Students have the ability to craft their curriculum with independent study options in multiple colleges throughout the university. With faculty mentors guiding student progress and fellow graduate students creating a cohesive group of "like-minded" creative problem solvers, students in the program are encouraged to think "outside the box" and create opportunities to craft a creative life and career in a multitude of ways. This also includes the ability to write and clearly articulate their thoughts and develop short and long-term goals for their chosen successful path.

Within in this interdisciplinary context, students are provided the tools needed to bring out the best in their creative research across the University campus as a whole and bring their research into the community of Cincinnati, as well. Our students culminate their experience here with an thesis exhibition of work at the world renowned Contemporary Arts Center in downtown Cincinnati. The student's final body of work is exposed to thousands of individuals over the course of the exhibition, including leaders in the fields of galleries, museums, and academic institutions.

What are the unique qualities of our program in terms of student opportunities and experiences?

The center of the Master of Fine Arts Program at the University of Cincinnati revolves around the talented pool of faculty from a multitude of diversity and disciplines. The group of highly accomplished, committed and passionate individuals is focused on developing and improving each year on a student-centered model of research in an academic curriculum that can be guided by the interest of the student. Bi-weekly critiques and monthly exhibition opportunities provide students with the ability to always question the contemporary translation of idea to form in a rigorous written and communication based approach. Students also have the ability to study abroad with the program or apply for tremendous travel fellowships that are awarded on a competitive basis. Students have travelled to Japan, Berlin, United Kingdom, California and New Mexico in the past year to name just a few of the opportunities that were funded through a grant proposal process open to all eligible graduate students.

What examples of careers inside and outside of higher education that students might pursue upon completion of our program?

Professional(Gallery representation, Studio Career): Professional artist exhibiting work nationally and internationally.

Creative Economy (Gallery/Museum/Art Center): Museum/Gallery director, preparatory, workshop leader, education coordinator, curator, support staff, and owner/operator of community-based artistic space.

Academic (University and Research Institutes): Professor of Art in numerous disciplines.

Corporate (large companies or start-ups): Creative problem solver, designer, web technician, creative advisor, arts director, and innovator.

Government non-profit management/NEA/NEH: Artistic director, technician, manager, facility coordinator, grant writer, and advisor.

Program Outcomes

Original program outcomes:

- 1) *Apply practical and theoretical knowledge to thrive as a professional artist.*
- 2) *Evaluate relevant research materials in order to effectively communicate your studio practice in the context of current global issues.*
- 3) *Conduct a scholarly review of literature.*
- 4) *Implement current studio techniques to conduct independent and traditional work, including rapid prototyping equipment and computer aided design.*
- 5) *Develop and implement effective written and oral presentation skills in a logical and persuasive manner to ensure success in future research, teaching, supervisory, and mentoring roles.*
- 6) *Create original works of art including a written thesis that demonstrates an understanding of the character and value of contemporary life integrating knowledge from different disciplines, historical periods, and cultures.*
- 7) *Apply one's own life experience to fuel creative, insightful, and socially responsible representations.*
- 8) *Create a career development plan that articulates both short- and long term goals and strategies to implement achieve, and access these goals.*

Revised Program Outcomes:

Upon completing the MFA Degree students will be able to:

- 1) Create original works of art, including a written thesis that demonstrates an understanding of the character and value of contemporary life integrating knowledge from different disciplines, historical periods, and cultures.
- 2) Integrate knowledge from different disciplines, historical periods, and cultures to create personal views of the world and thrive as a professional artist.
- 3) Conduct a scholarly review using any medium (i.e. books, periodicals, Internet, etc.) proficiently to conduct research and obtain information.
- 4) Evaluate relevant research materials in order to effectively communicate your studio practice in the context of current global issues.
- 5) Develop and implement effective written, oral, and exhibition presentation skills in a logical and persuasive manner to ensure success in future research, teaching, supervisory, and mentoring roles.
- 6) Implement current and traditional studio techniques to conduct independent and traditional work, including understanding the use of new technologies including rapid prototyping equipment and computer aided design in appropriate ways to effectively covey concepts and ideas.
- 7) Respond in a creative, insightful and socially responsible manner to the challenges that occur in their lives.
- 8) Create a career development plan that articulates both short and long term goals and strategies to implement achieve, and access these goals

Key		Required Courses and Experiences* Identified in P-1						
		FAA 8001 Graduate Critique Seminar	*Candidacy Review	FAA 8080 Graduate Critical Theory Seminar	FAA XXXX Grad Seminar	FAA XXXX Fine Arts Graduate Studios	Academic Electives	*Thesis Exhibition, Paper and Oral Thesis Defense
e: Emerging								
d: Developing								
a: Achieved								
OUTCOMES								
1) Create original works of art, including a written thesis, that demonstrates an understanding of the character and value of contemporary life integrating knowledge from different disciplines, historical periods, and cultures.		e,d,a	d			e,d,a		a
2) Integrate knowledge from different disciplines, historical periods, and cultures to create personal views of the world and thrive as a professional artist.		e,d,a	d	e,d	d,a	e,d,a	e,d	a
3) Conduct a scholarly review using any medium (i.e. books, periodicals, Internet, etc.) proficiently to conduct research and obtain information.		e,d,a	e	e,d	d,a	e,d,a	e,d	a
4) Evaluate relevant research materials in order to effectively communicate your studio practice in the context of current global issues.		e,d,a	d	e,d	d,a	e,d,a	e,d	a
5) Develop and implement effective written, oral, and exhibition presentation skills in a logical and persuasive manner to ensure success in future research, teaching, supervisory, and mentoring roles		E,d,a	d	E,d	d,a	e,d,a	e,d	a
6) Implement current and traditional studio techniques to conduct independent and traditional work, including understanding the use of new technologies including rapid prototyping equipment and computer aided design in appropriate ways to effectively convey concepts and ideas.		E,d,a	d			e,d,a		a
7) Respond in a creative, insightful and socially responsible manner to the challenges that occur in their lives.		E,d,a	d	E,d	d,a	e,d,a	e,d	a
8) Create a career development plan that articulates both short and long term goals and strategies to implement achieve, and access these goals.		e	d		d,a			a

Curriculum/Program Map Methods and Measures

Assessment Measures Aligned with Program Outcomes

SEE KEY BELOW FOR DESCRIPTION OF ASSESSMENT TOOLS USED

Program Outcome e-Emerging, d-Developing, a-Achieved	Assessment Tools	Course/ Experience	Time Line	Responsible Person
1) Create original works of art, including a written thesis, that demonstrates an understanding of the character and value of contemporary life integrating knowledge from different disciplines, historical periods, and cultures.	e- 2,7 d-1,2,7 a- 2, 5 ,7	e- FAA XXXX, FAA8001 d- Candidacy Review, FAA XXXX, FAA8001; a- Thesis Exhibition/Paper, FAA XXXX, FAA8001	e-every spring 1 st year, d-Every Fall 2 nd year, a- every spring 2 nd Year	Individual faculty will assess student artwork. Program Director & curriculum committee will collect, collate and analyze data across program.
2) Integrate knowledge from different disciplines, historical periods, and cultures to create personal views of the world and thrive as a professional artist.	e- 2,3,6, 7 d-1,2,3,4,6, 7 a-2, 4,5, 7	e—FAA XXXX, FAA 8080, FAA 8001, Academic electives; d- FAA XXXX, FAA 8080, Candidacy Review, FAA 8001 Academic electives a- FAA XXXX, FAA 8001, Thesis Exhibition/Paper	e-every spring 1 st year, d-Every Fall 2 nd year, a- every spring 2 nd Year	Individual faculty will assess student artwork. Program Director & curriculum committee will collect, collate and analyze data across program.
3) Conduct a scholarly review using any medium (i.e. books, periodicals, Internet, etc.) proficiently to conduct research and obtain information.	e- 1, 2, 3,6, 7 d- 2, 3,4, 6, 7 a- 2, 4, 5, 7	e- FAA XXXX ,FAA 8080 , FAA8001, Academic Electives, Candidacy Review; d- FAA XXX, FAA 8080, FAA8001, Academic electives; a- FAA XXXX ,FAA 8001, Thesis Exhibition/Paper	e-every spring 1 st year, d-Every Fall 2 nd year, a- every spring 2 nd Year	Individual faculty will assess student artwork. Program Director & curriculum committee will collect, collate and analyze data across program.
4) Evaluate relevant research materials in order to effectively communicate your studio practice in the context of current global issues.	e- 2,3,6, 7 d- 1,2,3,4,6,7 a- 2,4,5, 7	e—FAA XXXX, FAA 8080, FAA 8001, Academic Electives; d- FAA XXXX, FAA 8080, FAA 8001, Candidacy Review, Academic Electives a- FAA XXXX, FAA8001, Thesis Exhibition/Paper	e-every spring 1 st year, d-Every Fall 2 nd year, a- every spring 2 nd Year	Individual faculty will assess student artwork. Program Director & curriculum committee will collect, collate and analyze data across program.
5) Develop and implement effective written, oral, and exhibition presentation skills in a logical and persuasive manner to ensure success in future research, teaching, supervisory, and mentoring roles	e- 2,3,6, 7 d- 1,2,3,4,6, 7 a- 2, 4,5, 7	e—FAA XXXX, FAA 8080, FAA 8001, Academic Electives; d- Candidacy Review, FAA XXXX, FAA 8080, FAA 8001, Academic Electives; a- FAA XXXX, FAA8001, Thesis Exhibition/Paper	e-every spring 1 st year, d-Every Fall 2 nd year, a- every spring 2 nd Year	Individual faculty will assess student artwork. Program Director & curriculum committee will collect, collate and analyze data across program.
6) Implement current and traditional studio techniques to conduct independent and traditional work, including understanding the use of new technologies including rapid prototyping equipment and computer aided design in appropriate ways to effectively convey concepts and ideas.	e- 2,7 d-1,2,7 a-2,5, 7	e—FAA XXXX, FAA 8001 d- FAA XXXX, FAA 8001, Candidacy Review; a- FAA XXXX, FAA 8001, Thesis exhibition/Paper	e-every spring 1 st year, d-Every Fall 2 nd year, a- every spring 2 nd Year	Individual faculty will assess student artwork. Program Director & curriculum committee will collect, collate and analyze data across program.

<p>7) Respond in a creative, insightful and socially responsible manner to the challenges that occur in their lives.</p>	<p>e- 2,3,6, 7 d-1,2,3,4,6, 7 a-2,4,5, 7</p>	<p>e—FAA XXXX, FAA 8080, FAA 8001, Academic electives; d- Candidacy Review, FAA XXXX, FAA 8080, FAA 8001, Academic electives; a- FAA XXXX, FAA 8001, Thesis Exhibition/Paper</p>	<p>e—every spring 1st year, d—Every Fall 2nd year, a— every spring 2nd Year</p>	<p>Individual faculty will assess student artwork. Program Director & curriculum committee will collect, collate and analyze data across program.</p>
<p>8) Create a career development plan that articulates both short and long term goals and strategies to implement achieve, and access these goals.</p>	<p>e- 2 d-1, 4, a-4, 5</p>	<p>e—FAA8001; d- FAAXXX, Candidacy review, , a- FAAXXX, Thesis Exhibition/Paper</p>	<p>e—every spring 1st year, d—Every Fall 2nd year, a— every spring 2nd Year</p>	<p>Individual faculty will assess student artwork. Program Director& curriculum committee will collect, collate and analyze data across program.</p>

Assessment Tools Key

1) Candidacy Review

Students will present a body of work from the first two semesters of Graduate coursework. A candidacy review committee will be present for the review and evaluate the work and presentation according to a standardized rubric to assess the work's level of technical facility, and conceptual strength. All full-time first-year graduate students must successfully pass a faculty committee review before advancement to degree candidacy. This review is normally scheduled in April of the spring semester, and is an evaluation of visual work and general progress. The student has three opportunities to successfully pass the candidacy review. Failure to pass the third review will result in termination of the student's program. At this review, all first-year graduate students present their work to the Fine Arts graduate committee. The purpose of the review is to evaluate progress. The committee looks for the student to have tried new approaches in their work, experimenting at a broad level (and also creating some finished work), and then to have arrived at a new level of focus by the time of the review.

(POs 1,2,3,4,5,6,7,8)

2) Graduate Critique Seminar

This is a studio course required of all fine art graduates taken each semester. Graduates representing all fine art disciplines will meet to critique one another's work. Emphasis is on evaluating the success of the students' studio practice in relation to their intentions and to related examples of contemporary artwork. Critical thinking and communication skills are emphasized through intensive discussions amongst faculty and students. This course serves as the studio counterpart to the Graduate Critical Theory Seminar by enabling students to apply philosophical and aesthetic concepts to the discussion of each others' work. This studio course brings students of all fine art disciplines together for discussion of their work. It addresses the ongoing need for young artists to be able to understand the work of other disciplines and become versatile discussants of all art mediums if they are to be successful after graduation. Additionally this course provides a platform for developing cross-disciplinary initiatives that would diversify a student's practice. Embedded in the course pedagogy is evaluation of current debates concerning art. A rubric will be used to assess the student's knowledge of contemporary art themes and artists and their relationship to the broader culture. (POs 1,2,3,4,5,6,7,8)

3) Graduate Critical Theory Seminar

Students study critical theory from Modern and Postmodern periods as it relates to fine art in historical and contemporary contexts. Students read philosophical and aesthetics texts from the nineteenth century to the present, on which they conduct written and verbal analyses. Students are required to undertake research on specific critical theory texts and to direct classroom discussion in an appraisal of key philosophical concepts. Students are expected to develop links between the material studied in this seminar with their own studio practice as they prepare for their verbal presentation for first year Candidacy Review and in the writing of their final year Thesis. They demonstrate their grasp of these links

through a final essay, through the design of their own critical theory syllabus, and through formal in-class presentations. This course addresses the need for young artists to be aware of current ideas informing the practice of contemporary art. It is designed to ensure that graduate students acquire the ability to analyze challenging philosophical and aesthetic concepts and to write and speak cogently about the relationship of such ideas to contemporary fine arts. (POs 2,3,4,5,7)

4) Graduate Seminars - An Array of Seminar Topics is available for students to choose from.
These include:

Graduate Seminar

In this course students will study an art-related topic which will differ each quarter, depending on the faculty teaching the course. Topics for the course might include but would not be limited to: investigation of the artists in a chosen international survey show, spectatorship in film, video, and contemporary visuality, the use of sound/music/noise in artwork, etc. Through its in-depth investigation of specific topics related to contemporary art practice, the course intends to address the ongoing need for young artists to be aware of current ideas that inform the practice of contemporary art. At all times students will be expected to develop links between the material studied in this seminar with their own studio practice as they prepare for their verbal presentation for first year Candidacy Review and in the writing of their final year Thesis. This course, as is the case with all fine art seminar courses, is designed to ensure that graduate students acquire the ability to analyze challenging art concepts and to write and speak cogently about the relationship of such ideas to contemporary fine art practice.

Graduate Teaching Workshop

This course introduces students to the pedagogy, processes, and challenges of teaching studio art and art history in a university setting. Topics to be covered include developing an effective syllabus and lesson plans, creating meaningful exercises, methods of presenting information, building teams, approaches to student assessment, conducting exciting critiques, student motivation, classroom management, and various theories of learning. Expertise will be gained through classroom discussion and demonstrations, research, observing practicing teachers, written exercises, making oral presentations, and in-class teaching experiences.

Contemporary Art and Professional Practice

During the course, students will expand their understanding of contemporary art and professional practices. They will accomplish this by undertaking and completing the project described below, in class discussions, writing assignments, demonstrations, and a practicum project. Each student will research a contemporary artist from a continuously updated list and make a presentation on them to the class. The purpose of doing this project is to expand their knowledge of contemporary art and to further develop their range of understanding of critical and creative thinking. The presentation is not be merely a report but a creative piece of thinking/research/analysis. The presentation must make use of projected illustrations. Presenters follow their presentations by leading a class discussion on their artist. The best way to facilitate this is to prepare a few "loaded" questions about the artist's work. Presentations and discussions on each artist should last approximately 20 and 10 minutes respectively. There is also a practicum component to the course. The purpose of this is to familiarize students with the various practical applications of their artwork. Students will complete the following exercises: Artist's Statement, Digital Portfolio, Resume/CV, Sample Teaching Position Application including cover letter, Grant Application/Project Proposal. Standardize rubrics will be used to evaluate these exercises.

(POs 2,3,4,5,7,8)

5) Graduate Thesis Exhibition and Thesis Paper

A. Students will present a major body of work for professional exhibition.

B. Students will complete a 8-20 page Thesis Paper to accompany their thesis exhibition 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 (to be assessed according to a standardized rubric that evaluates conceptual richness, appropriate use of technology, professional presentation and oral defense). (POs 1,2,3,4,5,6,7,8)

6) Academic Electives – Graduate Level

Students are required to take 12 credits of any graduate level academic class outside of fine arts. (POs 2,3,4,5,7)

7) Graduate Level Fine Art Studios (POs 1,2,3,4,5,6,7)

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 Program Coordinator (PC)- ([Emily Paolucci](#)) 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. Each summer the MFA Program will host a program retreat with all faculty invited to participate to review the program and curriculum. All materials will be organized by Program Director and SOA PC.

Given the substantial workload associated with this endeavor it should be recognized as a major service commitment. Depending on the 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 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?*