

Art Bachelor of Fine Arts Degree**Table 4.1 Outcomes Assessment Implementation Summary**

Complete a separate table for each degree and certificate program

	Academic Year			
	2008-09	2009-10	2010-11	2011-12
Assessment information collected	<ol style="list-style-type: none"> 1. Art Department Assessment Committee implemented 2. Oral intensive sample tapes collected for periodic assessment by Core Review committee 3. Written intensive writing samples collected for periodic assessment by Core Review committee 4. 100 items from students seeking BFA degree reviewed when submitted for exhibition 5. 5 Capstone projects (solo thesis exhibition, written thesis report, and oral thesis presentation) / documented as student portfolios. 6. 12 Student satisfaction surveys and 0 exit surveys distributed and collected. 7. BFA alumni interviews and job placement statistics maintained on 16 alumni 	<ol style="list-style-type: none"> 1. Art Department Assessment Committee implemented 2. Oral intensive sample tapes collected for periodic assessment by Core Review committee 3. Written intensive writing samples collected for periodic assessment by Core Review committee 4. 150 items from students seeking BFA degree reviewed when submitted for exhibition 5. 4 Capstone projects (solo thesis exhibition, written thesis report, and oral thesis presentation) / documented as student portfolios. 6. 13 Student satisfaction surveys and 4 exit surveys distributed and collected. 7. BFA alumni interviews and job placement statistics maintained on 20 alumni 	<ol style="list-style-type: none"> 1. Art Department Assessment Committee implemented 2. Oral intensive sample tapes collected for periodic assessment by Core Review committee 3. Written intensive writing samples collected for periodic assessment by Core Review committee 4. 100 items from students seeking BFA degree reviewed when submitted for exhibition 5. 5 Capstone projects (solo thesis exhibition, written thesis report, and oral thesis presentation) / documented as student portfolios. 6. 4 exit surveys distributed and collected. 7. BFA alumni interviews and job placement statistics maintained on 24 alumni 	<ol style="list-style-type: none"> 1. Art Department Assessment Committee implemented 2. Oral intensive sample tapes collected for periodic assessment by Core Review committee 3. Written intensive writing samples collected for periodic assessment by Core Review committee 4. 150 items from students seeking BFA degree reviewed when submitted for exhibition 5. 4 Capstone projects (solo thesis exhibition, written thesis report, and oral thesis presentation) / documented as student portfolios. 6. 4 exit surveys distributed and collected. 7. BFA alumni interviews and job placement statistics maintained on 28 alumni

Conclusions drawn from the information collected above and how are faculty collectively involved in drawing conclusions	<p>2. and 3. Satisfactory as per Core Review Committee.</p> <p>4. 100 items reviewed by department faculty as a whole and by invited jurors (outside examiners) who write a juror's statement. Deemed to be strong work.</p> <p>5. Faculty as a whole assess exhibitions, reports, and presentations, but standards of measurement are found to be imprecise.</p> <p>6. Faculty assessment committee collectively reviews student surveys to see that handicap access is compromised and students are dissatisfied with bad gallery lighting, unsafe equipment and uncomfortable studio furniture.</p> <p>7. BFA Alumni include many working with their degrees, attending grad school, having exhibitions and internships. Statistics on file in department.</p>	<p>2. and 3. Satisfactory as per Core Review Committee.</p> <p>4. 150 items reviewed by department faculty as a whole and by invited jurors (outside examiners) who write a juror's statement. Deemed to be strong work.</p> <p>5. Faculty as a whole assess exhibitions, reports, and presentations, but standards of measurement are found to be imprecise.</p> <p>6. Faculty assessment committee collectively reviews student surveys to see they want full-time metalsmithing faculty position reinstated; funds to hire studio-technicians to maintain equipment safely; more exhibition and storage space; a designated clean room for matting, framing, binding, documenting and photographing finished artwork; Art History Survey 261-262 web-based or televised; more options for art history and graphic design; more art-based photography instruction rather than strictly journalistic photography; and classes in art business, marketing and portfolio design.</p> <p>7. BFA Alumni include many working with their degrees, attending grad school, having exhibitions and internships. Statistics on file in department.</p>	<p>2, and 3. Satisfactory as per Core Review Committee.</p> <p>4. 100 items reviewed by department faculty as a whole and by invited jurors (outside examiners) who write a juror's statement. Deemed to be strong work.</p> <p>5. Faculty as a whole assess exhibitions, reports, and presentations, finding quality high.</p> <p>6. Faculty assessment committee collectively reviews student surveys to see they are largely pleased, but want more Oral-Intensive and Writing-Intensive options; want academic advising for art majors made clearer; want to split up stacked-classes so advanced students get more attention; want more technical classes such as the chemistry of ceramic materials.</p> <p>7. BFA Alumni include many working with their degrees, attending grad school, having exhibitions and internships. Statistics on file in department</p>	<p>2. and 3. Satisfactory as per Core Review Committee.</p> <p>4. 150 items reviewed by department faculty as a whole and by invited jurors (outside examiners) who write a juror's statement. Deemed to be strong work.</p> <p>5. Faculty as a whole assess exhibitions, reports, and presentations, finding quality high. Faculty note that oral presentations could be better and initiate requirements that student do pre-presentations for their committees for early feedback.</p> <p>6. Faculty assessment committee collectively reviews student surveys to see they are largely pleased, but want more Oral-Intensive and Writing-Intensive options; want academic advising for art majors made clearer; want to split up stacked-classes so advanced students get more attention; want more technical classes such as the chemistry of ceramic materials; want more art history options and an art history major; want representational painting class in established techniques; want faculty to use Blackboard; want addition of a regular BFA seminar for discussion & guidance in preparing Capstone exhibition.</p> <p>7. BFA Alumni include many working with their degrees, attending grad school, having exhibitions and internships. Statistics on file in department</p>
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Curricular changes resulting from conclusions drawn above	<p>5. Process is begun to develop rubrics stating expectations and standards of measurement for collectively evaluating Capstone exhibitions, reports, and presentations. Process of revising BFA Manual is begun.</p> <p>6. Facility upgrade started after years of requests. Student safety and performance much improved after facility modifications</p>	<p>5. Process of designing new rubrics for collective assessment is put into action, resulting in aligned expectations for students and for evaluators. Revision of BFA Manual for purposes of clarity is ongoing.</p> <p>6. Request for a funding stream to hire safety-based studio technician continues. Efforts are made to enforce designated clean room but double-duty use prohibits such; more space is still needed.</p>	<p>6. Several classes are added to curriculum options; a Special Topics class in ceramic materials is slated for 2012-13; Art-based photography classes are slated for summer 2012; Art F463/663 History of Color is added; additional internships at UA Museum of the North are added for Art students. The Color class and internships are made possible through museum hire of Mareca Guthrie as Fine Arts curator, with joint appointment in Art Department.</p>	<p>5. Faculty note that BFA oral presentations could be better; they initiate requirements that students do pre-presentations for their committees for early feedback.</p> <p>6. Art F490/690 Economics of Art added to curriculum options to satisfy student survey-findings from '09-10.</p> <p>6. Art Department Facebook page instituted to communicate better with students and alumni</p> <p>6. BFA Manual revised to better direct students</p> <p>6. Successfully gained budget line to hire safety/studio technician to maintain equipment and oversee studio safety.</p>
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The following report relates to the UAF Art Department's **BFA program**.

May 15, 2012

Report from the UAF Art Department Assessment Committee –
Mary Goodwin (chair)

- I. Committee reviewed materials of assessment such as templates and surveys
- II. Committee reflected on juror's statements from UAF Art Department student show and noted that students were commended for their quality and imagination.
- III. Committee reflected on the critiques given by faculty on rubric templates during the past year's reviews of BFA solo thesis exhibitions, written thesis statements and oral thesis presentations. Critiques found the 5 BFA students' **capstone project** work very good to excellent. Portfolios are kept on file.
- IV. Committee reflected on the 4 results of the **graduating BFA student Exit Survey** distributed and collected May 2012. To the request to rank the Art Department's performance in helping you to reach your goals, 3 BFA students ranked good and 1 excellent on a scale of poor, fair, good, excellent.

Students brought up the following areas of satisfaction:

Great teachers always willing to help / devoted / knowledgeable.

"Art has helped me come out of my shell. Having to come up with and defend your ideas plus the numerous presentations we do in painting and art history classes help ease the pain of public speaking."

The artwork on display in the hallways is fantastic! "Display student art elsewhere on campus (i.e. in an additional gallery) since it is such good advertising for the program!"

Students hoped for improvement in the following areas

a) Facilities:

More exhibition space

b) Courses, Faculty, and Instruction:

Want representational painting class in established techniques; "We've been left to our own devices for discovering techniques."

Want an additional art history course oriented specifically around three-dimensional / sculptural art.

Faculty please use Blackboard.

Want academic advising for art majors made clearer. Who do they go to?

Want BFA requirements more clearly written.

They want classes for beginners, intermediate and advanced students taught separately, not together.

Recommend addition of a regular BFA seminar / symposium to meet with other students to practice talking about art and to receive more guidance and structure when it comes to preparing the capstone exhibition. Another student supported this concept with the recommendation that all art faculty meet with BFA students more often (i.e. once per month for long individual critiques, "as is done on Fridays once per month with the MFA students").

One student commented on perception of "too much politics between all the male faculty," "male chauvinism," "a Boy's Club," and "favoritism" enacted by faculty.

- c) Equipment:
No suggestions

V. Committee reflected on the records of Art Department **BFA Alumni self-reporting** as to employment after graduation and found many working with their degrees, attending grad school, having exhibitions and internships. More statistical analysis will be applied as time permits.

VI. **Programmatic Revisions resulting** from SLOA Implementation over the past two years:

2010-11

Several classes are added to curriculum options; a Special Topics class in ceramic materials is slated for 2012-13; Art-based photography classes are slated for summer 2012; Art F463/663 History of Color is added; additional internships at UA Museum of the North are added for Art students. The Color class and internships are made possible through museum hire of Mareca Guthrie as Fine Arts curator, with joint appointment in Art Department.

2011-12

Art F490/690 Economics of Art added to curriculum options to satisfy student survey-findings from '09-10; Art Department Facebook page instituted to communicate better with students and alumni; Successfully gained budget line to hire safety/studio technician to maintain equipment and oversee studio safety.

VII. **Programmatic Revisions department will take under consideration** for the future as a result of SLOA Implementation:

...more Oral-Intensive and Writing-Intensive options; academic advising for art majors made clearer; more art history options and an art history major; representational painting class in established techniques; faculty using Blackboard; split up stacked classes so advanced students get more attention; add a regular BFA seminar or symposium for theoretical discussion and for guidance in preparing Capstone exhibition, presentation, & thesis.