

Department/Program: Fine Arts	Chair/Director: David Klamen	Assessment cycle/year: 2013-14
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**Mission/Purpose**

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**Student learning outcomes (Goals):**

<i>Ex. Program will produce well-prepared graduates. (Add more lines as needed.)</i>
Goal 1. To develop expertise in any of the various disciplines of the fine arts
Goal 2. To develop a foundational understanding of art history
Goal 3. To demonstrate an introductory level understanding of the philosophy of art
Goal 4.

**Which Student learning outcomes (Goals) did you assess this year?**

We continued our focus on goals 1 and 3. With the addition of a full-time art historian slated for next year, we hope to focus on goal 2 in the following year.

**Assessment Summary**

Outcomes/Objectives	Measure(s)	Findings	Action Plans
<i>Ex. Students will demonstrate proficiency in oral</i>	<i>Rubric applied to capstone</i>	<i>60% of students scored a 3 or higher.</i>	<i>Provide tutorials and practice sessions for oral presentations once a month through the tutoring</i>

<i>communication.</i>	<i>project presentations.</i>		<i>center.</i>
1. Students develop Baccalaureate level of sophistication and expertise in their chosen mediums.	A committee comprised of the Fine Arts Faculty evaluate a capstone exhibition of each student's work	This past year, all capstone students received a grade of C- or higher on their senior exhibitions.	Encourage students to work with more than one faculty member on final projects, and require students to orally present their work to the faculty to achieve inclusion in the Capstone exhibition.  We will also begin bringing in more visiting artists to expose students to more diverse views and to give them more experience in speaking about their work.
2. Students will demonstrate an introductory level understanding of the philosophy of art.	All Fine Art students are required to complete a course in art theory with a grade of C- or higher.	Approximately 70% of the students enrolled in the capstone art theory course scored C- or higher.	We plan to offer more opportunities to receive grades (with lower points) and chances to retake midterm exams (with new questions).
3.			
4.			
5.			

### Analysis Questions

*Based on your findings and action plans, what primary changes will you make for student learning? Program outcomes? Changes to the assessment process?*

1. We are going to continue requiring students to give a verbal presentation and defense of the work they are proposing for the senior capstone exhibition. This has been somewhat effective at preparing students to be able to speak about their work and articulate their ideas. However, students are still struggling to articulate their ideas. We are therefore initiating a requirement for students to write artist statements in most of our advanced level studio courses. We also intend to begin bringing more visiting artists in to speak with students about their work – this forces them to articulate their ideas

2. Last years plan of encouraging study groups in art theory was not effective. The students in the study groups did no better, and maybe worse as a result of working together. I am therefore beginning to offer more graded opportunities (with lower points per quiz and opportunities to retake tests) to encourage students to more fully learn the material.

