

## Department of Art and Design

College of Arts and Humanities

### Student Outcomes Assessment Plan (SOAP)

#### I. Mission Statement

The Department of Art and Design provides the skills and understanding, humanistic values and cultural awareness that form the foundation of knowledge in the visual arts. The department offers programs in fine and applied areas of visual art and design that engage students in inquiry and discovery. These programs help prepare students to be artists, historians of art, designers, educators, and informed and thoughtful citizens in the community and in a global society.

To accomplish this mission, the department sets several goals for itself. First, it teaches mastery of the tools, techniques, and concepts necessary to produce art and design work. Secondly, the department teaches understanding of the history of art and the appreciation of diverse cultures. Third, the department teaches methods of inquiry and critical thinking that engage students with contemporary ideas in art and foster understanding of what is significant and worthy of effort in a humanities-centered program in art. Fourth, the department offers programs in education and exhibition that help illuminate and develop the experience of art and design in the community.

#### II. Goals and Student Learning Outcomes

**The following Goals and Learning Outcomes are common to all areas of study and options within the Bachelor of Arts in Art Degree.**

##### **(CG): Common Goals**

The following common Goals and Learning Outcomes guide the core curriculum for each of the degree areas of study and options: Drawing/Painting, Ceramics/Sculpture, Printmaking/Photography, Crafts/Design, Animation/New Media, Art History and the Graphic Design Option.

The emphasis of the core curriculum is to introduce to the student the principles, theories and applications of art and design that will lead to a high level of critical thinking and knowledge of art and the ability to produce art in a historical, social and culturally aware manner.

##### **CG1. To elevate and enhance aesthetic judgment and critical thinking skills.**

###### Common-Goal Learning Outcomes 1 (CGLO1)

Students should be able to:

CGO1.1 Demonstrate the capacity to analyze, synthesize and evaluate art and its related literature.

CGO1.2 Identify, analyze and apply in visual, verbal and written form, the perceptual and

conceptual elements of art and design.

CGO1.3 Identify and evaluate conceptual elements and aesthetic principles of art and design in visual, verbal and written form.

**CG2. To develop basic competence in art and design practice and production.**

Common-Goal Learning Outcomes 2 (CGLO2)

Students should be able to:

CGO2.1 Display basic technological proficiency within the visual arts.

CGO2.2 Identify and demonstrate comprehension and application of the fundamental terminology, tools, materials, and processes of art and design.

CGO2.3 Develop skills in visual analysis, synthesis and application of art and design.

**CG3. To expand the knowledge of multiple social and cultural traditions, issues and histories of art.**

Common-Goal Learning Outcomes 3 (CGLO3)

Students should be able to:

CGO3.1 Recognize and express the acquisition of knowledge of the history of art.

CGO3.2 Identify and exhibit the understanding of the influence of historical context of art.

CGO3.3 Demonstrate research, reflection and evaluation skills of art.

**CG4. To recognize, experience, and maintain currency in the visual arts and design.**

Common-Goal Learning Outcomes 4 (CGLO4)

Students should be able to:

CGO4.1 Identify and describe major artistic movements and issues addressed in contemporary art.

CGO4.2 Demonstrate an awareness and application of emerging technologies in art and design.

**CG5. To develop an awareness and relevance of the visual arts and design.**

Common-Goal Learning Outcomes 5 (CGLO5)

Students should be able to:

CGO5.1 Assess and maintain an awareness of the values of art in our society.

CGO5.2 Understand the importance of/and participate in art's advocacy in our society.

**Additional Goals and Learning Outcomes specific to the following areas of study:**

**Drawing/Painting, Ceramics/Sculpture, Printmaking/Photography, Animation/New Media.**

## **Crafts/Design, Art History.**

In addition to the Goals and Learning Outcomes common to all Bachelor of Arts degrees set above, the student electing to study art must develop competencies specific to their area of study.

### **(DPG): Drawing/Painting Area of Study Goals**

#### **Drawing Goals (DG)**

**DG1. To introduce students to the basic materials, processes, and concepts of drawing.**

##### Drawing Learning Outcomes (DGLO)

Students should be able to:

- DG01.1 Gain experience with a variety of drawing media and techniques as a way of developing artistic expression.
- DG01.2 Demonstrate proficiency in developing drawings through observation, imagination, expressive and conceptual means of drawing practice.
- DG01.3 Demonstrate an understanding of form, space, technique, and composition.
- DG01.4 Recognize the significance and development of drawing within historical and cultural contexts.
- DG01.5 Analyze and reflect critically on significant works of art in verbal and written forms.

**DG2. To further the development of drawing processes, techniques, and concepts while extending awareness of contemporary drawing issues.**

##### Drawing Learning Outcomes (DGLO)

Students should be able to:

- DG02.1 Demonstrate advanced drawing ability through continued study and practice of techniques, media, processes, and concepts.
- DG02.2 Develop focused concepts of content in drawing.
- DG02.3 Demonstrate an understanding of contemporary drawing practices and issues, and their relevance within wider artistic, historical and cultural contexts.
- DG02.4 Analyze and reflect critically on significant works of drawing in verbal and written forms.
- DG02.5 Develop a sense of personal direction in the development of a series of drawings.

## **Painting Goals (PG)**

### **PG1. To understand basic materials, processes and concepts of contemporary painting**

#### **Painting Learning Outcomes (PGLO)**

Students should be able to:

- PG01.1 Develop and extend uses of materials in contemporary painting.
- PG01.2 Develop an understanding of concepts in painting including composition, space, form and color.
- PG01.3 Apply ideas from perception, imagination, and cultural and social inquiry to the development of paintings.
- PG01.4 Understand the historical and cultural context of examples of contemporary painting.
- PG01.5 Reflect critically on painting.

### **PG2. To further the development of painting processes and concepts while extending awareness of contemporary painting issues.**

#### **Painting Learning Outcomes (PGLO)**

Students should be able to:

- PG02.1 Develop and extend experience with materials, methods, and formal possibilities in contemporary painting.
- PG02.2 Develop focused concepts of content in painting, and the ability to engage with significant issues in contemporary painting.
- PG02.3 Extend the ability to participate productively in dialogue through critique.
- PG02.4 Analyze and reflect critically on significant works of painting in verbal and written forms.
- PG02.5 Demonstrate a sense of personal direction in the development of a series of works.

## **(CSG): Ceramics/Sculpture Area of Study Goals**

### **Ceramics Goals (CEG)**

#### **CEG1. To facilitate the development of skills and engage in processes essential to communicating creative ideas within the context of the ceramic medium.**

#### **Ceramics Learning Outcomes (CELO)**

Students should be able to:

- CEO1.1 Handle all tools, equipment and materials in a safe manner.
- CEO1.2 Understand the basic concepts of design and develop compositionally balanced three-dimensional forms.
- CEO1.3 Demonstrate an ability to utilize a variety of hand building, clay modeling and wheel throwing techniques.
- CEO1.4 Develop an understanding of the geological and chemical origins of ceramic materials.
- CEO1.5 Demonstrate an ability to utilize chemical compounds in the application of surface treatments.
- CEO1.6 Articulate ideas extracted from imagination, perception and historical or cultural influences.
- CEO1.7 Express emotions, ideas and creative concepts through the means of visual communication provided by ceramic medium.
- CEO1.8 Identify and understand historical and cultural relevance within contemporary ceramics.
- CEO1.9 Demonstrate an ability to engage in the process of verbal and written critique.

**CEG2. To further the development of skills, techniques and concepts while emphasizing awareness of contemporary ceramics, significance of personal artistic expression and critical thinking.**

Ceramics Learning Outcomes (CELO)

Students should be able to:

- CEO2.1 Demonstrate proficiency in a variety of ceramic hand building and wheel throwing techniques and methods.
- CEO2.2 Exhibit knowledge of glaze chemistry and a variety of firing techniques and processes.
- CEO2.3 Demonstrate an ability to develop successful surface treatments.
- CEO2.4 Achieve balance within the relationship between process, visual language and content of their creative work.
- CEO2.5 Identify and pursue individual artistic direction.
- CEO2.6 Research, analyze and reflect critically on creative work within the realm of contemporary ceramics.
- CEO2.7 Reflect critically, verbally and in a written format, on all aspects of their work as well as the accomplishments of their peers.
- CEO2.8 Identify and integrate relevant cultural, social and historical references in their research and creative activities.

**Sculpture Goals (SCG)**

**SG1. To understand basic materials, processes and concepts of**

## **contemporary sculpture**

### Sculpture Learning Outcomes (SCLO)

Students should be able to:

- SG01.1 Develop and extend uses of materials in contemporary sculpture.
- SG01.2 Develop an understanding of concepts in sculpture including composition, space, form and content.
- SG01.3 Apply ideas from perception, imagination, and cultural and social inquiry to the development of sculptures.
- SG01.4 Understand the historical and cultural context of examples of contemporary sculpture.
- SG01.5 Reflect critically on sculpture.

### **SG2. To further the development of sculpture processes and concepts while extending awareness of contemporary art issues.**

### Sculpture Learning Outcomes (SCLO)

Students should be able to:

- SG02.1 Develop and extend experience with materials, methods, and formal possibilities in contemporary sculpture.
- SG02.2 Develop focused concepts of content in sculpture, and the ability to engage with significant issues in contemporary sculpture.
- SG02.3 Extend the ability to participate productively in dialogue through critique.
- SG02.4 Analyze and reflect critically on significant works of sculpture in verbal and written forms.
- SG02.5 Demonstrate a sense of personal direction in the development of a series of works.

## **(PPG): Printmaking/Photography Area of Study Goals**

### **Printmaking Goals (PRG)**

#### **PRG1. To introduce students to the basic materials, processes, and concepts of printmaking.**

### Printmaking Learning Outcomes (PRLO)

Students should be able to:

- PRO1.1 Demonstrate basic proficiency in a variety of fundamental printmaking

techniques, processes, and concepts.

- PRO1.2 Demonstrate an understanding of the development of printmaking in an art historical and multiple cultural/social contexts.
- PRO1.3 Identify and practice all safety procedures in the printmaking studio.
- PRO1.4 Identify and evaluate printmaking processes, techniques, and concepts in response to student's own artwork and the artwork of others.
- PRO1.5 Analyze and reflect critically on significant works of printmaking in verbal and written forms.

**PRG2. To further the development of printmaking processes, techniques, and concepts while extending awareness of contemporary printmaking issues.**

Printmaking Learning Outcomes (PRLO)

Students should be able to:

- PRO2.1 Demonstrate proficiency and focus in advanced printmaking techniques, processes, and concepts.
- PRO2.2 Articulate an understanding of the relationship between form, process, and content in contemporary printmaking.
- PRO2.3 Identify and practice all safety procedures in the printmaking studio.
- PRO2.4 Demonstrate development of individual direction and creative expression in printmaking.
- PRO2.5 Analyze and reflect critically on significant works of printmaking in verbal and written forms.
- PRO2.6 Reflect critically on printmaking processes, techniques, and concepts in response to student's own artwork and the artwork of others.
- PRO2.7 Demonstrate an understanding of contemporary printmaking practices and issues, and their relevance within a wider artistic, art historical, and multiple cultural/social contexts.

**Photography Goals (PHG)**

**PHG1. To introduce students to the basic materials, processes, and concepts of photography.**

Photography Learning Outcomes (PHLO)

Students should be able to:

- PHO1.1 Develop visual skills and sensitivity for light, form, composition and timing as they apply to photography.
- PHO1.2 Adjust camera settings in order to control exposure and depth of field through the variables of light conditions, shutter speed, aperture, and ISO.
- PHO1.3 Demonstrate basic proficiency in a variety of photography input and output techniques, methods, and concepts.
- PHO1.4 Develop skills necessary to develop create conceptually interesting

photographic projects including idea generation, time planning, commitment, failure, revision, and patience.

PHO1.5 Link expressive output to a diversity of viewpoints, historical and contemporary photographers, creative alternatives, and cultural perspectives inherent to artistic expression.

PHO1.6 Analyze and reflect critically on significant works of historical and contemporary photography in verbal and written forms using visual art language such as composition, light and form.

**PHG2. To further the development of photography processes, techniques, and concepts while extending awareness of contemporary photography issues.**

Photography Learning Outcomes (PHLO)

Students should be able to:

PHO2.1 Identify and practice all safety procedures in the photography darkroom.

PHO2.2 Demonstrate proficiency in a variety of photography input and output techniques, methods, and concepts.

PHO2.4 Develop individual direction and creative expression in photography.

PHO2.5 Create a coherent portfolio of photographs.

PHO2.5 Analyze and reflect critically on significant works of historical and contemporary photography in verbal and written forms.

PRO2.6 Reflect critically on advanced photography processes, techniques, and concepts and articulate this understanding in response to their own art work and the art work of others.

PRO2.7 Demonstrate an understanding of contemporary photographic practices and issues, and their relevance within a wider artistic, art historical, and multiple cultural and social context.

**(CD): Crafts/Design Area of Study Goals**

**Crafts Goals (CFG)**

**CFG1 To develop expressive abilities through an exploration of the inherent qualities of natural materials, and the meanings and functions of traditional forms.**

Crafts Learning Outcomes (CFLO)

Students should be able to:

CFO1.1 To develop expressive abilities through an exploration of the inherent qualities of natural materials, and the meanings and functions of



traditional forms.

- CFO1.2 Assess the impact of media choice on the final art product, analyzing its influence on the meaning and uses of the work.
- CFO1.3 Apply artistic processes and skills in the creation of original art work in at least three different craft media.
- CFO1.4 Demonstrate safe and healthy professional practices for working in the crafts studio by successful completion of post-test in this content area.

**CFG2. To deepen knowledge of the historical and cultural contexts, meanings, and functions of craft forms while expanding creative expression and response to traditional and contemporary crafts materials, tools and processes.**

Crafts Learning Outcomes (CFLO)

Students should be able to:

- CFG2.1 Develop perceptual skills and visual art vocabulary to enable refined and critical responses to traditional craft media, vernacular arts, and contemporary fine crafts.
- CFG2.2 Analyze art elements and principles of design in vernacular arts and contemporary fine crafts; critiquing their own work and the works of others.
- CFG2.3 Investigate the role and development of traditional craft media and vernacular arts in contemporary fine craft.
- CFG2.4 Develop an appreciation for cross-generational transmission of the cultural heritage and artistic traditions of crafts through service-learning with youth.
- CFG2.5 Orally, and in a written artist's statement, describe the attitudes, values, beliefs, and creative processes reflected in their own completed work of traditional and contemporary crafts.
- CFG2.6 Demonstrate knowledge of the historical and cultural context of one traditional and contemporary craft medium through the completion of a research paper.

**Design Goals (DEG)**

**DEG1. To acquire knowledge of the elements and principles of design and their application within historical and cultural contexts while developing the ability to organize and express formal and concept driven projects incorporating a variety of materials, tools and processes.**

Design Learning Outcomes (DELO)

Students should be able to:

- DEO1.1 Apply the elements and principles of design and vocabulary.

- DEO1.2 Identify the dynamic qualities of line and shape relative to format and be able to create compositions that support their visual concepts.
- DEO1.3 Identify and apply the principles of Figure/Ground, Scale, repetition, variety, pattern, texture, emphasis and symmetrical and asymmetrical compositions.
- DEO1.4 Analyze and apply the tri-chromatic aspects of color: Hue, Value and Saturation (Chroma)
- DEO1.5 Create projects that demonstrate knowledge of gradation, transparency, color harmonies and simultaneous contrast.
- DEO1.6 Recognize the difference and interface between pigment primaries (subtractive) and light primaries and mixing (additive)
- DEO1.7 Think in three dimensions and organize three-dimensional elements of line, shapes and plane, mass, space, texture and kinetic form.
- DEO1.8 Increase awareness of the artistic potential for working in three dimensions within historical and cultural contexts.

**DEG2. To create a concept driven project.**

Design Learning Outcomes (DELO)

Students should be able to:

- DEO2.1 Research and gather information about historical and cultural contexts to support the generation of original, creative ideas.
- DEO2.2 Develop critical thinking and the ability to articulate ideas using the appropriate vocabulary.
- DEO2.3 Create formal and concept driven projects that give form to and express creative ideas.
- DEO2.4 Generate personal concepts while developing an awareness of the creative process.
- DEO2.5 Gain basic knowledge of the symbolic, psychological and cultural aspects of color related to creative expression and application.
- DEO2.6 Increase knowledge of and ability to generate create solutions through the design process and creative problem solving.

**(AVG): Animation/New Media Area of Study Goals**

**Animation Goals (ANG)**

**AG1. To introduce students to the basic materials, processes, and concepts of digital art/animation.**

Animation Learning Outcomes (AGLO)

Students should be able to:

- AGO1.1 Demonstrate basic technological proficiency in working with computers, peripherals, and digital storage media.

- AGO1.2 Recognize and describe historical, art-historical, cultural, socio-economical context of contemporary digital art/animation.
- AGO1.3 Analyze and reflect critically on significant animated works both verbally and in the written word.

**AG2. To further the development of animation processes and concepts while extending awareness of contemporary digital animation**

Animation Learning Outcomes (AGLO)

Students should be able to:

- AGO2.1 Demonstrate an understanding of the underlying technical processes through maximized, efficient and dependable interaction with computers, peripherals, and digital storage media.
- AGO2.2 Demonstrate an understanding of the historical, art-historical, cultural, socio-economical context of contemporary digital art/animation within created work
- AGO2.3 Evaluate and appraise the best methodologies and technologies to convey artistically driven ideas through animation.
- AGO2.4 Construct works that synthesize technical, aesthetic, and conceptual issues.

**New Media Goals (VG)**

**VG1. To understand basic processes and concepts of contemporary video art.**

Video Art Learning Outcomes (VGLO)

Students should be able to:

- VGO1.1 Develop the ability to work with cameras and digital editing software for the purpose of producing video art.
- VGO1.2 Develop an understanding of histories, concepts and exemplary works in video art.
- VGO1.3 Develop their own ideas, concepts and form in video art.
- VGO1.4 Gain an awareness of the relationship of video art to a broad range of issues in the humanities and social sciences, including ethnic, gender and cultural perspectives.
- VGO1.5 Develop the ability to articulate concepts and aesthetic issues through individual and group critiques, and in writing.

**VG2. To further the development of video art processes and concepts while**

**extending awareness of contemporary video art issues.**

Video Art Learning Outcomes (VGLO)

Students should be able to:

- VGO2.1 Extend knowledge and abilities in use of the technical means of video art.
- VGO2.2 Extend the understanding and application of the range of possibilities of visual and aural materials in video art.
- VGO3.3 Extend the ability to apply concepts of video art to the planning and production of their own works.
- VGO3.4 Extend the ability to write about and discuss the aesthetics of video art, in relation to historical exemplars, current dialogue in the field, and in their own work.
- VGO3.5 Develop a sense of their own identities as artists by completing a number of works that demonstrate personal direction, and exhibiting at least one of these works.

**(AHG): Art History Area of Study Goals**

**AHG1. To explore the history of art through chronology, culture and geography.**

AHG Learning Outcomes (AHLO)

Students should be able to:

- AHO1.1 identify, describe and analyze the visual art traditions of the world by examining their unique geographical, historical, economic, and cultural context.
- AHO1.2 discover how gender, race, class, and other aspects of identity inform the history of art.

**AHG2. To develop an understanding of unique artistic styles, dependent upon individual artist, country and time.**

AHG Learning Outcomes (AHLO)

Students should be able to:

- AHO2.1 read and analyze the formal aspects of works of art and how they vary by artist, geography, and period
- AHO2.2 identify the methods, materials and processes involved in the creation of works of art.

**AHG3. To conduct and critically evaluate research in art history.**

AHG Learning Outcomes (AHLO)

Students should be able to:

- AHO3.1 read and describe a work of art through elements of design and iconography.
- AHO3.2 investigate and employ documents and primary source materials including archaeology, interviews, and field work.
- AHO3.3 recognize and appropriately employ diverse theoretical approaches to art history (e.g. historical, biographical, psychoanalytic, Marxist, feminist, post-structuralist, etc.)
- AHO3.4 investigate an art historical problem and resolve it through research and reasoned interpretation.
- AHO3.5 pursue teaching and further graduate study in the field of art history.

### **Goals and Learning Outcomes specific to the Graphic Design Option**

In addition to the Goals and Learning Outcomes common to all Bachelor of Arts Degree set above, the student electing to study graphic Design must develop competencies specific to this area of study.

#### **(GD): Graphic Design Goals**

**GD1. To analyze, comprehend and evaluate the principles, theories and applications of graphic design. (THEORIES & PRINCIPLES ASPECT)**

##### GD Learning Outcomes (GDLO)

Students should be able to:

- GDO1.1 Identify, define and apply traditional and contemporary principles of art and graphic design.
- GDO1.2 Identify, define and apply traditional and contemporary theories of graphic design.

**GD2. To demonstrate the capacity and ability to be a critical, creative visual thinker and to synthesize and apply processes, skills in the evaluation and application of graphic design. (CREATIVE & APPLICATION ASPECT)**

##### GD Learning Outcomes (GDLO)

Students should be able to:

- GDO2.1 Identify, evaluate, and apply traditional and contemporary techniques and processes professionally in typography, illustration and interactive multimedia

design, including printing processes.

GDO2.2 Identify and demonstrate comprehension and application of the fundamental terminology, tools and materials of graphic design.

GDO2.3 Identify, evaluate and apply creative processes for designing graphic design.

**GD3. Analyze and synthesize social, cultural, historical and critical issues of graphic design. (SOCIETAL & CULTURAL ASPECT)**

GD Learning Outcomes (GDLO)

Students should be able to:

GDO3.1 Identify, articulate and apply social, cultural, and historical context to graphic design.

GDO3.2 Identify, evaluate and apply critical societal issues of our society in designing graphic design.

**GD4. Demonstrate basic knowledge of technological developments and application in graphic design. (TECHNOLOGICAL ASPECT)**

GD Learning Outcomes (GDLO)

Students should be able to:

GDO4.1 Identify, define and apply technological methods and processes in graphic design including typography, illustration and interactive multimedia design.

**III. OUTCOMES AND ASSESSMENTS**

**(CG): Common BA Goals**

**CG1. To elevate and enhance aesthetic judgment and critical thinking skills.**

**CG2. To develop basic competence in art and design practice and production.**

**CG3. To expand the knowledge of multiple social and cultural traditions, issues and histories of art.**

**CG4. To recognize, experience, and maintain currency in the visual arts and design.**

**CG5. To develop an awareness and relevance of the visual arts and design.**

**(DPG): Drawing/Painting Goals**

**Drawing Goals**

**DG1. To introduce students to the basic materials, processes, and concepts of drawing.**

**DG2. To further the development of drawing processes, techniques, and concepts while extending awareness of contemporary drawing issues.**

### Painting Goals

- PG1.** To understand basic materials, processes and concepts of contemporary painting
- PG2** To further the development of painting processes and concepts while extending awareness of contemporary painting issues.

### (CSG): Ceramics/Sculpture Goals

#### Ceramics Goals

- CEG1.** To facilitate the development of skills and engage in processes essential to communicating creative ideas within the context of the ceramic medium.
- CEG2.** To further the development of skills, techniques and concepts while emphasizing awareness of contemporary ceramics, significance of personal artistic expression and critical thinking.

#### Sculpture Goals

- SG1.** To understand basic materials, processes and concepts of contemporary sculpture
- SG2.** To further the development of sculpture processes and concepts while extending awareness of contemporary art issues.

### (PPG): Printmaking/Photography Goals

#### Printmaking Goals

- PRG1.** To introduce students to the basic materials, processes, and concepts of printmaking.
- PRG2.** To further the development of printmaking processes, techniques, and concepts while extending awareness of contemporary printmaking issues.

#### Photography Goals

- PHG1.** To introduce students to the basic materials, processes, and concepts of photography.
- PHG2.** To further the development of photography processes, techniques, and concepts while extending awareness of contemporary photography issues.

### (CD): Crafts/Design Goals

#### Crafts Goals

- CFG1.** To develop expressive abilities through an exploration of the inherent qualities of natural materials, and the meanings and functions of traditional forms.

**CFG2.** To deepen knowledge of the historical and cultural contexts, meanings, and functions of craft forms while expanding creative expression and response to traditional and contemporary crafts materials, tools and processes.

#### Design Goals

**DEG1.** To acquire knowledge of the elements and principles of design and their application within historical and cultural contexts while developing the ability to organize and express formal and concept driven projects incorporating a variety of materials, tools and processes.

**DEG2.** To create a concept driven project.

#### (AVG): Animation/New Media Area of Study Goals

##### Animation Goals (ANG)

**AG1.** To introduce students to the basic materials, processes, and concepts of digital art/animation.

**AG2.** To further the development of animation processes and concepts while extending awareness of contemporary digital animation

##### New Media Goals (VG)

**VG1.** To understand basic processes and concepts of contemporary video art.

**VG2.** To further the development of video art processes and concepts while extending awareness of contemporary video art issues.

#### (AHG): Art History Goals

**AHG1.** To explore the history of art through chronology, culture and geography.

**AHG2.** To develop an understanding of unique artistic styles, dependent upon individual artist, country and time.

**AHG3.** To conduct and critically evaluate research in art history.

#### (GD): Graphic Design Goals

**GD1.** To analyze, comprehend and evaluate the principles, theories and applications of graphic design. (THEORIES & PRINCIPLES ASPECT)

**GD2.** To demonstrate the capacity and ability to be a critical, creative visual thinker and to synthesize and apply processes, skills in the evaluation and application of graphic design. (CREATIVE & APPLICATION ASPECT)

**GD3.** Analyze and synthesize social, cultural, historical and critical issues of graphic design. (SOCIETAL & CULTURAL ASPECT)



**GD4. Demonstrate basic knowledge of technological developments and application in graphic design. (TECHNOLOGICAL ASPECT)**

### III. Curriculum Map (Matrix of Courses X Learning Outcomes)

Outcome Number	Course Number	Level I = Introduced R = Reinforced A = Advanced	Method of Assessment	Measures Completed
CG1, CG3, AG1-3	ARTH 10	I, R	Essays, Exams	
	ARTH 11	I, R	Essays, Exams	
	ARTH 120	R, A	Essays, Exams, Research Papers	
	ARTH 122	I, R, A	Essays, Exams, Research Papers	
	ARTH 124	I, R, A	Essays, Exams, Research Papers	
	ARTH 126	I, R, A	Essays, Exams, Research Papers	X
	ARTH 131	R, A	Essays, Exams, Research Papers	
	ARTH 132	R, A	Essays, Exams, Research Papers	X
	ARTH 134	R, A	Essays, Exams, Research Papers	X
	ARTH 136	R, A	Essays, Exams, Research Papers	X
	ARTH 160	R, A	Essays, Exams, Research Papers	X
	ARTH 170	R, A	Essays, Exams, Research Papers	
	ARTH 173	R, A	Essays, Exams, Research Papers	
	ARTH 175	R, A	Essays, Exams, Research Papers	
CG1, CG3, AG1-3	Art 1	I	Exams	
	Art 13	I	Projects, Essay, Critiques	
	Art 20	I	Projects, Essay, Critiques	X

	<b>Art 21</b>	I	Projects, Essay, Critiques	X
	<b>Art 24</b>	I	Projects, Critiques	
	<b>Art 25</b>	I	Projects, Critiques	
	<b>Art 26</b>	I	Projects, Critiques	X
	<b>Art 27</b>	I	Projects, Critiques	
	<b>Art 30</b>	I	Projects, Critiques	X
	<b>Art 37</b>	I	Projects, Critiques, PORTFOLIO	X
	<b>Art 40</b>	I	Projects, Critiques	
	<b>Art 50</b>	I	Projects, Critiques	X
	<b>Art 60</b>	I	Projects, Critiques	X
	<b>Art 80</b>	I, R	Projects, Critiques	
	<b>Art 101</b>	I,R	Projects, Critiques	
	<b>Art 102</b>	I,R	Projects, Critiques	
	<b>Art 107</b>	I,R	Projects, Critiques	
	<b>Art 112</b>	I, R	Projects, Critiques	
	<b>Art 113</b>	I, R	Projects, Critiques	
	<b>Art 116</b>	I,R	Projects, Critiques	
	<b>Art 180</b>	I, R, A	Projects, Critiques	
	<b>Art 120</b>	I, R, A	Projects, Critiques	
	<b>Art 121</b>	I, R, A	Projects, Critiques	
	<b>Art 125</b>	I, R, A	Projects, Critiques	
	<b>Art 126</b>	I, R, A	Projects, Critiques	
	<b>Art 127</b>	I, R, A	Projects, Critiques	
	<b>Art 130</b>	I, R, A	Projects, Critiques	
	<b>Art 133</b>	I, R, A	Projects, Critiques	

		<b>Art 140</b>	<b>I, R, A</b>	Projects, Critiques	
		<b>Art 141</b>	<b>I, R, A</b>	Projects, Critiques	
		<b>Art 152</b>	<b>I, R, A</b>	Projects, Critiques	
		<b>Art 153</b>	<b>R, A</b>	Projects, Critiques	
		<b>Art 155</b>	<b>I, R, A</b>	Projects, Critiques	
		<b>Art 160</b>	<b>R, A</b>	Projects, Critiques	
		<b>Art 161</b>	<b>R, A</b>	Projects, Critiques	
		<b>Art 165</b>	<b>I, R, A</b>	Projects, Critiques	
		<b>Art 166</b>	<b>I, R, A</b>	Critiques / Presentations	
		<b>Art 170</b>	<b>R, A</b>	Projects, Critiques	
		<b>Art 171</b>	<b>R, A</b>	Projects, Critiques	
		<b>Art 179</b>	<b>I, R, A</b>	Projects, Critiques, Portfolio	
		<b>Art 182</b>	<b>R, A</b>	Projects, Critiques	
		<b>Art 183</b>	<b>R, A</b>	Projects, Critiques	
CG1-5	AG1-5	<b>GD 35</b>	<b>I, R</b>	Projects, Critiques, Portfolio	<b>X</b>
		<b>GD 37</b>	<b>I</b>	Projects, Critiques	
		<b>GD 39</b>	<b>I</b>	Projects, Critiques	
		<b>GD 41</b>	<b>I</b>	Projects, Critiques	
		<b>GD 42</b>	<b>I, R</b>	Projects, Critiques	
		<b>GD 50</b>	<b>I</b>	Projects, Critiques	
		<b>GD 60</b>	<b>I</b>	Projects, Critiques	
		<b>GD 135</b>	<b>I, R</b>	Projects, Critiques	
		<b>GD 150</b>	<b>I, R</b>	Projects, Critiques	
		<b>GD 163</b>	<b>R, A</b>	Projects, Critiques	

	<b>GD 165</b>	<b>I, R, A</b>	Projects, Critiques	
	<b>GD 170</b>	<b>R, A</b>	Projects, Critiques	
	<b>GD 174</b>	<b>R, A</b>	Projects, Critiques	<b>X</b>
	<b>GD 178</b>	<b>R, A</b>	Projects, Critiques, Portfolio	
	<b>GD 179</b>	<b>A</b>	Projects, Critiques, Portfolio	<b>X</b>
	<b>GD 180</b>	<b>A</b>	Projects, Critiques, Portfolio	<b>X</b>

#### IV. Assessment Methods

##### A. Direct Measures (at least three)

1. Portfolio
2. Projects
3. Essays, Exams

##### B. Indirect Measures (*Alumni Survey is required*)

1. Alumni and Employer survey

**V. Student Learning Outcomes X Assessment Methods Matrix**

<b>Year</b>	<b>Assessment Method</b>	<b>Outcomes to be Measured</b>
2012-2013	Method1: Rubrics for Art and Art History courses Method2: Portfolio in Art 37 and GD35	CG 1 & 4 AG 1
2013-2014	Method1: Rubrics for Art and Art History courses Method2: Portfolio in Art 37 and GD35	CG 2 & 3 AG 3
2014-2015	Method1: Rubrics for Art and Art History courses Method2: Portfolio in Art 37 and GD35	CG 1 & 5 AG 3
2015-2016	Method1: Rubrics for Art and Art History courses Method2: Portfolio in Art 37 and GD35	CG 1 & 4 AG 4
2016-2017	Method1: Rubrics for Art and Art History courses Method2: Portfolio in Art 37 and GD35	CG 2 & 3 AG 5
2017-2018	Method1: Rubrics for Art and Art History courses Method2: Portfolio in Art 37 and GD35	CG 1 & 5 AG 1 & 3
2018-2019	Method1: Rubrics for Art and Art History courses Method2: Portfolio in Art 37 and GD35	CG 1 & 4 AG 1 & 3

**VI. Timeline for Implementation of Assessment Methods and Summary Evaluations**

Year	Measure Method	Outcomes to be Measured
2012-2013	Employ Scoring Rubric for Art projects and Art History exams, Rubric for Portfolios in Art 37 and GD35	CG 1 & 4 AG 1
2013-2014	Employ Scoring Rubric for Art projects and Art History exams, Rubric for Portfolios in Art 37 and GD35	CG 2 & 3 AG 3
2014-2015	Employ Scoring Rubric for Art projects and Art History exams, Rubric for Portfolios in Art 37 and GD35	CG 1 & 5 AG 3
2015-2016	Employ Scoring Rubric for Art projects and Art History exams, Rubric for Portfolios in Art 37 and GD35	CG 1 & 4 AG 4
2016-2017	Employ Scoring Rubric for Art projects and Art History exams, Rubric for Portfolios in Art 37 and GD35	CG 2 & 3 AG 5
2017-2018	Employ Scoring Rubric for Art projects and Art History exams, Rubric for Portfolios in Art 37 and GD35	CG 1 & 5 AG 1 & 3
2018-2019	Employ Scoring Rubric for Art projects and Art History exams, Rubric for Portfolios in Art 37 and GD35	CG 1 & 4 AG 1 & 3

## VII. Process for Closing the Loop

### CLOSING the LOOP

For the past few years, the Department of Art and Design had struggled with the issue of assessment. It will NOT be an issue anymore. It's not the case that the faculty didn't do assessment; it was just a matter of learning how to present the assessment being done by the faculty that best fit the university's template. In addition, this Self Review has provided a vehicle for the department to establish a procedure for maintaining assessment as part of the curriculum.

The Art Studio faculty concluded that assessment is indeed being done and it will continue to be done. The faculty have revised the SOAP template that reflects the assessment activities and outline for the next few years. The faculty are committed to meet at the end of the Spring semester to review and analyze assessment data from different measurements. Furthermore, the faculty will focus on creating a better rubric for the goals and learning outcomes that will be assessed. In addition, the faculty will continue to monitor the curriculum, review portfolios and analyze syllabi. Any changes and/or recommendations to the curriculum due to assessment will be presented to the department's curriculum committee and then to the faculty of the whole for implementation.

Art History faculty concluded that a more effective Essay Prompt and Grading Rubric was required to maximize students' ability to meet the requirements of professional Art Historical research. During Spring 2012 one Art History faculty member participated in Fresno State's EWI (Enhanced Writing Instruction) program, working with program staff to develop a more effective Essay Prompt and Grading Rubric for her General Education (C1)/ Art Appreciation course. Building on the best practices demonstrated in the EWI program and adapting them to the demands of field-specific research, Art History faculty developed a new Research Essay Prompt and Rubric. Initial results during AY 2012-2013 indicate student performance has improved, with 90% of research papers showing a high correspondence between thesis and analysis, and 70% showing a clear statement of the thesis in the introductory paragraph.

Art History faculty are currently developing curriculum proposals for a new BA in Art History and MA in Art History in line with equivalent programs offered at other CSU campuses. Current course offerings should be sufficient to meet the needs of future BA and MA students so long as the Department of Art and Design maintains a minimum of three Art History faculty lines. Curriculum proposals will be submitted for initial review in Fall 2013 and are expected to meet with final university approval by Spring 2015.

The Graphic Design faculty will continue their annual review of entering and exit portfolios. The faculty will revise and simplify the assessment rubric to reflect the specific goal and learning outcome being assess. In addition, the faculty will continue to monitor the curriculum, review portfolios and analyze syllabi. Any changes and/or recommendations to the curriculum due to assessment will be presented to the department's curriculum committee and then to the faculty of the whole for implementation.



