Program _______Masters of Art in Art__________________

Department _____Art____________________

Number of students enrolled in the program in Fall, 2011 _______17____________________

Faculty member completing template ____Daniel Frye___ (Date _February 5, 2012_____

Period of reference in the template: 2006-07 to present

1. Please describe your program’s learning-outcomes trajectory since 2006-07: Has there been a transformation of organizational culture regarding the establishment of learning outcomes and the capacity to assess progress toward their achievement? If so, during which academic year would you say the transformation became noticeable? What lies ahead; what is the next likely step in developing a learning-outcomes organizational culture within the program?

[Please limit your response to 200 words or less]

The MA program in Studio currently houses seventeen students. Students take a series of independent study courses in addition to core courses such as Art 206 Art Theory and Criticism and Art 222 Studio Critique Seminar. Students are expected to develop mastery in their medium in addition to “develop skills used in the criticism and analysis of the visual arts.”

Although no formal assessment plan exists, recommendations for change have been made and completed based on observations made by faculty. For instance, in 2007, faculty reduced admissions to fall semester only (it had been fall and spring). This was to create more of a cohort of students who entered at the same time. They also developed a rubric to use while jurying incoming candidates. This was also the year that they updated the Graduate Handbook. A formal assessment plan is forthcoming and in the interim, faculty will continue to share their observations of what works well and what needs improvement.

2. Please list in prioritized order (or indicate no prioritization regarding) up to four desired learning outcomes (“takeaways” concerning such elements of curriculum as perspectives, specific content knowledge, skill sets, confidence levels) for students completing the program. For each stated outcome, please provide the reason that it was designated as desired by the faculty associated with the program.

No prioritization
A student completing the MA program will

a) demonstrate professional competence in a studio discipline

Students are accepted into the program based on the promise of competence suggested by the portfolio they submit. Through the program, students learn more in depth
knowledge of their particular medium in addition to how to approach content. Students also learn how to hang their work for exhibition.

b) develop skills used in the criticism and analysis of the visual arts

It is critical that a master’s student demonstrate comprehension of how an artwork operates internally through written and/or oral means. This process helps the student reflect on his/her own work and as well explain the significance of others’ work. The student will also be able to suggest directions for work that is less successful. This ability will be necessary for artist talks, lectures, and/or discussions with a gallery dealer.

c) integrate professional practice with historical and theoretical studies

Students should be able to locate artwork in a canonical continuum. In particular, a student should be able to explain where his/her work fits in the broader picture of art’s history.

d) transition from student to independent artist.

Students should gain competence and confidence in completing and presenting their work. Upon graduation, they should have developed a solid work ethic that will allow them to remain current in their art making.

[Please limit your response per outcome to 300 words or less]

3. For undergraduate programs only, in what ways are the set of desired learning outcomes described above aligned with the University’s Baccalaureate Learning Goals? Please be as specific as possible.

[Please limit your response to 400 words or less]

4. For each desired outcome indicated in item 2 above, please:
   a) Describe the method(s) by which its ongoing pursuit is monitored and measured.
   b) Include a description of the sample of students (e.g., random sample of transfer students declaring the major; graduating seniors) from whom data were/will be collected and the frequency and schedule with which the data in question were/will be collected.
   c) Describe and append a sample (or samples) of the “instrument” (e.g., survey or test), “artifact” (e.g., writing sample and evaluative protocol, performance review sheet), or other device used to assess the status of the learning outcomes desired by the program.
   d) Explain how the program faculty analyzed and evaluated (will analyze and evaluate) the data to reach conclusions about each desired student learning outcome.

[Please limit your response to 200 words or less per learning outcome]
(If the requested data and/or analysis are not yet available for any of the learning outcomes, please explain why and describe the plan by which these will occur. Please limit your response to 500 words or less.)

demonstrate professional competence in a studio discipline

a) Students are monitored on a continual basis through studio visits by faculty, periodic reviews in which all Studio faculty participate, a solo exhibition of work in the Else Gallery, and final group exhibition held at the University Gallery.

b) All graduate students.

c) The instrument is faculty discussion. Students hang current work and faculty make comments.

e) The assessment plan has not been formalized. However, students who are unable to demonstrate competence are asked to leave the program. After faculty discussion about the success level of each student, a letter is sent to the student indicating where the student stands in the program.

develop skills used in the criticism and analysis of the visual arts

a) Art 206 Art Theory and Criticism, Art 212 Contemporary Art, Art 222 Studio Critique Seminar, and all independent study course work including Art 500 Culminating Experience. Students participate in class discussion and complete assignments. In Art 500, students write a thesis about their work.

b) All graduate students

c)

d) Assignments are measured against criteria discussed in the courses.

integrate professional practice with historical and theoretical studies

a) see above

b) same

c) same

d) same

transition from student to independent artist.

a) The various reviews for which the student is responsible are fair indications as to whether the student is making the transition. In particular, Art 500 provides the
opportunity for the student to display work in a solo setting as well as develop a thesis around the work.

b) same
c) same
d) same

5. Has the program systematically sought data from alumni to measure the longer-term effects of accomplishment of the program’s learning outcomes? If so, please describe the approach to this information-gathering and the ways in which the information will be applied to the program’s curriculum. If such activity has not yet occurred, please describe the plan by which it will occur.

[Please limit your response to 300 words or less]

Faculty have maintained contact with students after they have graduated. This contact is more of a personal than systematic process. It is likely that a database will be developed around a survey that is sent out after graduation.

6. Does the program pursue learning outcomes identified by an accrediting or other professional discipline-related organization as important? Does the set of outcomes pursued by your program exceed those identified as important by your accrediting or other professional discipline-related organization?

[Please limit your response to 300 words or less]

The MA program is accredited by the National Association of Schools of Art and Design (NASAD) and follows its guidelines.

7. Finally, what additional information would you like to share with the Senate Committee on Instructional Program Priorities regarding the program’s desired learning outcomes and assessment of their accomplishment?

[Please limit your response to 200 words or less]

Although the MA can be an end in itself, it is more likely that students will use it as a steppingstone to gain entrance into an MFA (Masters of Fine Arts) degree. Currently, approximately half of our graduate students come from our undergraduate program.

8. Finally, what additional information would you like to share with the Senate Committee on Instructional Program Priorities regarding the program’s desired learning outcomes and assessment of their accomplishment?

[Please limit your response to 200 words or less]