

Fine Arts BFA: 2019-2020

Definition of Unit

Providing Department:

School of Art Craft and Design

Department/Unit Contact:

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Mission/Vision Statement:

School of Art, Craft & Design Mission.

The mission of the School of Art, Craft & Design is to prepare BFA majors for careers in visual art studios, design practice and art education. More broadly, the SAC&D seeks to enable students to discover creative potential, to learn skills design processes, to acquire cultural knowledge, and to develop critical faculties through visual art experiences. The SAC&D also seeks to instill an appreciation of visual arts in all University students, and to broaden the cultural perspective of the community, state, and region. A unique facet of Tennessee Tech is the School of Art, Craft & Design's satellite campus, the Appalachian Center for Craft, which is dedicated to promoting excellence in American craft by providing access to the highest quality professional education in studio crafts, and presenting diverse craft artists, works and events in a community arts context. The ACC's primary function is in support of the BFA degree program as stated in the undergraduate course catalog.

The Bachelor of Fine Art degree is the initial professional degree in art. The School of Art, Craft & Design has developed the degree in accordance with the guidelines established by the National Association of Schools of Art and Design.

Program Goal 1

Define Goal:

Program Goal 1: The goal of BFA degree is the development of the skills, knowledge, concepts and sensitivities essential to the professional life of the studio artist, designer and/or art educator.

Intended Outcomes / Objectives:

Students should display appropriate technical skills upon completion of each course as measured in final semester grades.

Students should possess strong technical skills in a defined medium upon graduation as measured and exemplified in senior thesis exhibition.

Students should display appropriate understanding and facility of professional practices of the artist upon graduation as practiced in upper division coursework and senior thesis exhibition.

Program Goal 2

Define Goal:

Program Goal 2: The School of Art, Craft & Design also seeks to instill an appreciation of visual arts in all University students, and to broaden the cultural perspective of the community, state, and region.

Intended Outcomes / Objectives:

Students in general education humanities courses, such as Art Appreciation, will develop understanding of visual arts and its contextual relationship to the world and events; measured through final semester grades.

School of Art, Craft & Design organized public events provide culturally enriching opportunities for the general public; impact is measured by attendance at such events.

Student Learning Goal 1

Define Goal:

Student Learning Goal: Students will develop knowledge of great works of art and the stylistic characteristics of the historical periods from which they come.

Intended Outcomes / Objectives:

Students will have broad understanding of art movements, artists and historical context to deepen understanding. This knowledge informs individual student creative practice and art making. This knowledge is primarily gained through successful completion of Art History courses and performance is measured via final semester grades and mid-semester exams.

Student Learning Goal 2

Define Goal:

Student Learning Goal: Students will develop knowledge of multicultural artistic traditions.

Intended Outcomes / Objectives:

Students will be familiar with non-Western art forms, which provides them with greater sources of inspiration and understanding of the various purposes of, perspectives and motivation for creating art. This knowledge is gained and measured via exam in required. Art History courses.

Student Learning Goal 3

Define Goal:

Student Learning Goal 3: Students will develop the common body of knowledge and skills of art, and will exhibit technical competence, a broad knowledge of art history, an understanding of style and its implications, critical thinking, an insight into the role of art in the life of humankind, and the ability to identify and solve problems.

Intended Outcomes / Objectives:

Students will comprehensively develop as an artist will competent understanding of process, concept, professional practice, context and problem solving; measured through successful completion of the BFA degree.

Student Learning Goal 4

Define Goal:

Student Learning Goal 4: Students will develop the ability to formulate and defend evaluative judgments about art and to make qualitative decisions concerning their own personal creative expressions.

Intended Outcomes / Objectives:

Students will have understanding of the conceptual framework which inspires their artwork and be able to cogently describe and defend it. Measured qualitatively in project critiques.

Student Learning Goal 5

Define Goal:

Student Learning Goal 5: Students will demonstrate professional expertise through the presentation of a culminating exhibition or portfolio.

Intended Outcomes / Objectives:

Students will gain experience and knowledge of the process of mounting a solo exhibition. Measured through successful completion of the senior thesis process. Threshold of acceptance is 70%.

Student Learning Goal 6

Define Goal:

Student Learning Goal 6: The student will compete effectively for careers in art education, design or studio arts, and will achieve appropriate professional certification.

Intended Outcomes / Objectives:

Graduates will be able to embark and sustain professional careers as practitioners of the arts or arts education. Measured through ongoing contact with alumni and: successful completion of Art Education EdTPA and Praxis (art education majors) and successful completion of Design Portfolio (design majors) and successful completion of Professional Practices of the Artist (studio majors) helps prepare students for a meaningful career in the arts. Threshold of acceptance for the latter three are 70% and state requirements for EdTPA and Praxis.

Unit Goal 1: Increase Marketing and Promotion in support of recruitment

Define Goal:

Increase SAC&D marketing and promotion efforts to increase visibility to support increased enrollment; visibility should be in form of: exhibition, craft fair participation, print materials, mailings, social media presence and monthly e-newsletter distribution.

Intended Outcomes / Objectives:

Increase enrollment in BFA program, specifically most needed in craft concentrations.

Social media and monthly newsletter presence can be measured by followers and distribution lists.

Unit Goal 2: Faculty Support and Development

Define Goal:

To provide support for faculty research, travel and professional development.

Intended Outcomes / Objectives:

To encourage sustained creative and research practice, which works to promote the SAC&D and individual faculty members.

To display departmental commitment to faculty morale and faculty professional development.

Assessment 1 Sophomore Assessment

Goal/ Outcome/ Objective:

Program Goal 1, Student Learning Outcomes 1, 3

Type of Tool:

Focus Group

Frequency of Assessment:

Annual

Rationale:

1. Students in a BFA studio concentration with approximately 45 - 60 earned hours are screened for appropriate progress in art foundations classes, general education classes, and classes in the concentration studio. Studio concentration faculty, who also assist in advising, assess whether the level of accomplishment (the quality of the artwork) in at least two classes in the concentration is sufficient to support a recommendation to continue in upper division work in that studio, consistent with the NASAD content and competency standards noted for all professional baccalaureate degrees in art and design.
2. Regarding the sophomore assessment, conscientious and competent performance in beginning studio classes may produce grades of C or better, and yet not indicate the potential to be competitive in a studio career. Although our sophomore assessment process is less severe, it is intended to serve a similar predictive function to pre-admission portfolio reviews. This process has encouraged students to change concentrations and even to change majors. This recommendation is denied in a small proportion of cases, and the process has been conceived as an enhancement of advising on an individual basis. If a denial of the recommendation to advance leads a student to a more productive major, it is deemed a successful outcome. However, since Spring 2012 the results of these assessments are being tabulated, to see if trends emerge that are useful for program assessment. Based on faculty discussions, the option to record three responses by the faculty advisor, "Recommended," "Not Recommended" and "Defer," are included in the sophomore assessments. The "Defer" response was added to the original assessment to accommodate situations that arise in cases of transfer students, changes of concentration, and other extenuating circumstances. Normally, Spring 2020 results would be updated during fall 2020, after faculty advisors have had the opportunity to assess portfolios and meet with eligible advisees who were identified subsequent to the completion of spring 2020 coursework. Due to COVID, spring 2020 sophomore assessment did not occur.

Results are included at the end of the report. Attached is an example of the sophomore assessment form.

Assessment 2 Senior Thesis

Goal/ Outcome/ Objective:

Program Goal 1, Student Learning Outcomes 4, 5, 6

Type of Tool:

Capstone Project

Frequency of Assessment:

Two semester senior year project

Rationale:

The senior thesis process requires the student to propose and develop a one-person exhibition and a portfolio of stylistically unified, technically accomplished work, and to define and defend its conceptual premise(s) to a committee of faculty and sometimes invited professional artists. This process generally involves two six-credit courses completed over two consecutive semesters. The level of accomplishment will be consistent with the NASAD content and competency standards noted for specific baccalaureate degrees in art or design. Students must earn a grade of "C" or better to meet the threshold of acceptability.

Assessment 3 Praxis II Exam

Goal/ Outcome/ Objective:

Program Goal 1; Student Learning Outcomes 1, 2, 3, 4, 5

Type of Tool:

Certification Exam

Frequency of Assessment:

Requirement prior entering Residency I and Residency II as a teacher licensure candidate

Rationale:

1. Praxis II Exam - BFA students in the Art Education concentration take the Art: Content and Analysis as monitored by the College of Education Office of Teacher Education, as a requirement prior entering Residency I and Residency II as a teacher licensure candidate.

Annual results are provided at the end of this report. The threshold of acceptability is defined by the State of TN.

Assessment 4 Alumni Surveys

Goal/ Outcome/ Objective:

Program Goal 1; Student Learning Outcome 5, 6

Type of Tool:

Survey

Frequency of Assessment:

TBD

Rationale:

1. Alumni Surveys - Ongoing contact and feedback from BFA alumni has made it evident that a reliable School of Art, Craft & Design alumni survey will provide better data to assess student learning outcome 6 adequately. The departmental staff has recently completed a comprehensive update of alumni contact information. An appropriate means of providing a departmental alumni survey process was reviewed by the art faculty subcommittee on assessment during the 2014-2015 academic year but the survey has not yet been administered. The unit needs to discuss and determine plans for implementing the survey.

Rationale for Outcomes and Assessments

Goal/ Outcome/ Objective:

Goal 1 & Goal 2

Type of Tool:

Annual Unit Report, Graduation Rate, Tracking Spreadsheet

Frequency of Assessment:

Ongoing

Rationale:

A variety of assessments of departmental enrollment, retention and graduation trends are easily accessible at TTU's Institutional Research web, and the IR staff is highly responsive to requests for additional reports. Assessment of the Art Appreciation courses for general education is based upon a syllabus that addresses the School of Art, Craft & Design's Learning Outcomes 1 and 2, and Tennessee Tech's general education learning outcomes for Humanities/Fine Arts courses, published at <https://www.tntech.edu/cas/gened/learnoutcomes-hum>. However, the extant culture of learning outcomes assessment in the studios has been focused on one to one communication between the faculty member and student.

The progressive content of art curricula and benchmark evaluations of student progress are correlated to the content and competency standards defined in NASAD Handbook sections

VIII. All Professional Baccalaureate Degrees in Art and Design pp.96-99, VIII.A.3 Competency Acquisition and VIII B. Common Body of Knowledge and Skills and competencies defined in VIII C. Results for foundational studies in art and design, and content and competency standards defined for each specific concentration in IX. Specific Professional Baccalaureate Degrees in Art pp. 99-115 and X. Specific Professional Baccalaureate Degrees in Design pp.115-127.

The concentration professor works with the Student Success center advisor for students in the respective studio concentrations, both at the Craft Center and main campus painting, and design

studios. Since each studio concentration typically has only from 6 to 20 majors/advises (excluding design, which has 60+ majors), the professor is kept aware of the advisee's academic progress and advising is individualized. Degree Works software, which facilitates tracking students' academic progress, aids in identifying any deficiencies in the progress of the transcript. The following assessments are also performed to provide a more general picture. The School of Art, Craft & Design and its faculty are committed to continually adapting more sophisticated assessment measures and reporting; great progress has been made this year in Thesis assessment and protocol.

1. Regarding the sophomore assessment, conscientious and competent performance in beginning studio classes may produce grades of C or better, and yet not indicate the potential to be competitive in a studio career. Although our sophomore assessment process is less severe, it is intended to serve a similar predictive function to pre-admission portfolio reviews. This process has encouraged students to change concentrations and even to change majors. This recommendation is denied in a small proportion of cases, and the process has been conceived as an enhancement of advising on an individual basis. If a denial of the recommendation to advance leads a student to a more productive major, it is deemed a successful outcome. However, since Spring 2012 the results of these assessments are being tabulated, to see if trends emerge that are useful for program assessment. Based on faculty discussions, the option to record three responses by the faculty advisor, "Recommended," "Not Recommended" and "Defer," is included in the original and current sophomore assessments. The "Defer" response was added to accommodate situations that arise in cases of transfer students, changes of concentration, and other extenuating circumstances. Spring 2020 assessments were not administered due to COVID. Fall 2020 results will be updated during fall 2021 after faculty advisors have had the opportunity to assess portfolios and meet with eligible advisees who were identified subsequent to the completion of spring 2020 coursework.
2. The senior thesis process models important professional expectations that studio artists typically experience. In this process, occasionally a student may fail to produce enough work, or work of sufficient quality, and will not receive the minimum grade of "C" in a senior thesis course. However, in a more frequent minority of cases, a student may experience a breakthrough that prompts a change of direction in the work or encounter an unforeseen technical or aesthetic roadblock that requires more time to resolve, even though the quantity and quality of work are sufficient for a passing grade. (Some prominent art schools, such as the School of the Art Institute of Chicago, consider letter grades in-studio programs to be ineffective and misleading, and use a pass/fail system of grading, making portfolio review an even more primary benchmark for advancement.) The student may be advised by the committee and choose the opportunity to extend the project an extra semester. The senior thesis process is intended to fulfill the professional requirement that an emerging professional artist can present a body of work that projects a clear level of aesthetic and technical resolution. The resulting portfolio will be the basis of judgment for galleries, exhibitions, professional art fairs, graduate school admission, etc. The data that have been collected over the years for the BFA program exists in the form of photographic portfolios and artists' statements recording each senior thesis project. A group of qualified art faculty, curators, or art dealers can review these portfolios and assess the program relative to other college programs or professional

standards relevant to a given art venue, such as graduate school entrance, juried art shows, or gallery representation. During evaluator visits from the National Association of Schools of Art and Design, five years of senior thesis portfolios are presented for review along with student transcripts to monitor adherence to NASAD standards, competencies, and expectations. From Spring 2012 forward, a record of senior thesis committee recommendations has been tabulated, to see if trends seem to emerge that are useful for program assessment.

3. The SAC&D Professor of Art Education carefully monitors PRAXIS results and incorporates them in all ARED curriculum updates because the PRAXIS Art: Content and Analysis test is a primary benchmark in progress toward licensure as an art educator. The previously separately scored tests Praxis categories of Art Making, Art Content Knowledge, Art Content Traditional Critic Aesthetics and now scored together in the Praxis II: Art Content and Analysis category.
4. Prior attempts to perform alumni surveys using the NASAD provided instrument via conventional mail, 2001 and 2007, received too few responses to be conclusive. Attempts to disaggregate art major information from the College of Fine Arts and NSSE data have not yet proven fruitful. The main School of Art, Craft & Design focus for obtaining better assessment data outside established grading and the senior thesis process is to get alumni survey data that correlates strongly to student learning outcomes 4 and 5, and especially outcome 6, pertaining to Program Goal 1.

Praxis II - Art Content Results

Results:

Academic year	Praxis	Art Content and Analysis	Note
2011-12	7/100%	pass rate	
2012-13	7/100%	pass rate	
2013-14	4/100%	pass rate	
2014-15	8/87.5%	pass rate	
2015-16	60%	pass rate	3 out of 5
2016-17	3 out of 5	60% pass rate	
2017-18	3 out of 5	60% pass rate	Note: pass score increased this year
2018-19	7 out of 9	77% pass rate	
2019-20	8 out of 8	100% pass rate	*1 student passed on their second attempt

The threshold of acceptability is defined by the State of TN.

Results: Unit Goal: Faculty support and professional development

Results:

The following faculty travel was supported in full or partially by the School of Art, Craft & Design

4 conferences

1 workshop

Results: Senior Thesis

Results:

Years	Senior Thesis or Design Portfolio	Recommended to Graduate	Not Recommended to Graduate
2011-12	6	6	0
2012-13	7	6	1
2013-14	14	12	2
2014-15	12	11*	1 student was recommended to graduate by the senior thesis committee but did not graduate due to a general education requirement that was not complete
2015-16	21	9**	8 students are continuing senior thesis in fall 2016. 3 students did not register for classes in fall 2016. 1 student changed their major.
2016-17	22 thesis	12***	6 of the original 22 are continuing senior thesis in fall 2017. 3 students have not registered for classes. 1 student changed their major.
2016-17	9 design portfolio	9	0
2017-18	22	18	4 still have coursework to complete before they are eligible to graduate
2018-19	18 (plus 4 art education)	17	1: one student still has one course to complete

2019-20	26	25	1: student missing Gen Ed requirement
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The threshold of acceptability is 70%; the attached senior thesis assessment instruments aids the thesis committee member in determining the final semester grade for each senior thesis in their respective studio.

Sophomore Assessment Results

Results:

Years	Students Assessed	Recommended to Advance	Not Recommended to Advance	Defer	Comments
2011-12	11	11	0		
2012-13	12	10	0	2	
2013-14	11	10	1		
2014-15	19	18	0	1	
2015-16	37	34	1		2 student forms had no professor signature, unknown status.
2016-17	33	33	1		
2017-18	37	34	0	3	
2018-19	20	16	1	3	
2019-20	23	22	0	1	

Unit Goal 1 Results: Increase Marketing and Promotion

Results:

We've continued to make significant progress in this area and we strive to continue to broaden our reach, define our target audience, and refine ways in which we can reach them.

-New social media accounts: Facebook 404 followers [School of Art, Craft & Design Facebook page](#), Instagram 1400 followers [School of Art, Craft & Design Instagram page](#). We've added additional Instagram pages in the following studios: Ceramics, Fibers, Art Education, Painting, Wood, Metals

-New monthly e-newsletter: 305 monthly subscribers.

-Participation in numerous regional, national, and international exhibitions by faculty.

-Participation in partnership programs with other Craft schools to allow our students to complete workshops at their institutions thus helping us spread the word about our academic program. We were scheduled to send 1 student at Penland School of Crafts, 2 students at Arrowmont School of Arts and Crafts but summer 2020 workshops were canceled due to COVID.

New Modifications and Continuing Improvement to Goals/Objectives/Outcomes Item

Goal/Objective/Outcome Number:

Add new Bachelor of Science degree program

Program Changes and Actions due to Results:

We seek to add new degree offerings to augment our pre-existing professional BFA Degree. The new programs will provide more curricular flexibility, opportunity to complete a suite of varied courses to better support the career and creative interests of our students and better serve a growing population of transfer and diverse students, such as non-traditional and/or veteran students, ultimately having a positive effect on enrollment, recruitment and retention within the School of Art, Craft & Design.

A new Bachelor of Science degree proposal is in the early stages of the approval process at this time. The Letter of Notification has been submitted internally. The SAC&D have successfully added new minors to provide great educational pathways for a wider range of students. These new minors include: Art History and Studio Art; these two supplement our pre-existing Art minor.

Link to 'Tech Tomorrow' Strategic Plan:

Adult Learners, Diversity, Efficiency and Effectiveness, Programs, Certificates, and Training, Economic Development