I INTRODUCTION

The Bachelor of Fine Arts is a major that transforms students’ curiosity, passion for hands-on learning, and desire for visual expression into a set of refined skills that helps them to achieve successful careers as visual artists. Drawing from a cohesive body of experiences in the classroom, mentorships, exhibition and presentation experiences, research projects, community initiatives, and readings, students earning a BFA build skill sets that prepare them for advanced study in competitive graduate programs and/or to work as professional artists/designers.

An artist requires a proficiency in a variety of tasks, including the ability to think creatively; advanced technique in working in a variety of two and three-dimensional media; excellence in verbal and written communication in relation to critique and communication of their work; and an engagement in local, national, and global arts communities.

Mission
The mission of the BFA program is to furnish students with the skills, knowledge, experiences, and opportunities that allow them to achieve excellence in the visual arts, and to prepare them for advanced studies in art and/or careers as professional artists/designers.

Coursework
Courses within the BFA major allow students to obtain a broad aesthetic base, rooted in historical knowledge and contemporary discourse, and to develop astute visual literacy. Students acquire skills working with a variety of materials and media, and develop superior skills in a primary and secondary emphasis selected from the following studio areas of study:

- Art History
- Ceramics
- Drawing
- Glass
- Graphic Design
- Painting
- Photography
- Printmaking
II LEARNING OUTCOMES

A BFA graduate will be able to...
1. demonstrate an acquired broad aesthetic based in historical and contemporary arts and visual literacy, enhancing comprehension and meaning of artwork in relationship to its audience. [Strategic Goals 1 and 2]
2. possess a high level of dexterity and technique in a variety of media and materials, with an emphasis on mastery of one, in order to more effectively express artwork to its audience. [Strategic Goal 1]
3. demonstrate preparedness for professional practices, working environments, and advanced art education (such as graduate studies) in order to be effective employees, exhibitors, and continuing student. [Strategic Goals 1 and 3]
4. exhibit exemplary conceptual creativity in the processes of:
   a. making visual artworks that speaks to the audience.
   b. generating verbal critique of their work and the work of others.
   c. writing critically about their work and the work of others. [Strategic Goal 1 and 3]

Learning Outcomes and UWRF Strategic Goals
The ability of our students and graduates to demonstrate mastery of the program’s learning outcomes upholds the UWRF Strategic Goals. The BFA program is especially successful in meeting the following UWRF Strategic goals:

Distinctive Academic Excellence—The Art Department’s courses are taught by internationally recognized faculty. Their commitment to teaching, combined with excellent studio facilities, has resulted in the development of a distinguished BFA program. The Ceramics and Glass emphases attract students to UWRF from around the United States. At the same time, the newer Graphic Design emphasis is gaining traction, and is now producing BFA graduates that land excellent jobs. Academic excellence of art students is demonstrated by their robust body of work, exhibitions, and representation at the National Conference on Undergraduate Research (NCUR).

Global Engagement—The BFA major includes courses that support student engagement with both Western and non-Western global traditions of art. Art Department faculty regularly teach study abroad courses, participate in the International Traveling Classroom, and lead SAE programs abroad. Furthermore, art history courses that focus on indigenous arts of Americas (ART 392 Pre-Columbian Art of Mesoamerica [MD] and the artistic traditions of Asia (ART 392 Asian Art History [GP]) infuse the curriculum with opportunities to explore the roles played by art and artists in various cultures and the aesthetic philosophies that situate artworks into cultural frameworks. In addition, the Wyman Visiting Professorship brings in renown artist that bring with them unique perspectives.

Student Centered—The atelier-style studio model employed in most art courses privileges active learning. Students work during (and outside of) class and receive
immediate feedback. This method of instruction promotes frequent conversations between instructors and students and regular peer critiques. At the same time, the studio model contributes to community building and collaboration amongst students. Outside of classes, the Art Society, a student-run organization within the Art Department, actively coordinates art-related events on and off campus. The Art Society’s efforts benefit students by connecting them with regional artists and art institutions, and by fundraising to support student scholarships. Other emphasis specific clubs also support student’s learning.

III LEARNING PROFILE

Curriculum Revision
In 2013, the curriculum was revised based on previous assessment efforts. The curriculum continues to be modified to meet today’s needs and anticipate future development. Data began being collected in 2014. Periodic updates have occurred since, as the department strives to keep the curriculum contemporary. Also, recent budgetary issues have required us to curtail course offerings and put on hold two emphasis areas (fibers and sculpture) within our program. We currently do not have plans to revive these.
The curriculum:
1. includes new courses that respond to current demand, including courses in Graphic Design, Art History, and Glass. In order to encourage student engagement in developing global and multi-disciplinary perspectives, and art history courses coded GP and MD are now options within the program
2. allows for a logical sequence of coursework. Because of the revisions, it is easier for students to take courses that introduce learning objectives early in the program, reinforce learning objectives in the sophomore and junior years, and enhance them in students’ final semesters.
3. adds a Mid-Program Evaluation, wherein students receive detailed feedback on a significant body of work.
4. adds important emphasis options. Students are now able to choose an emphasis in Art History, Drawing, or Graphic Design (in addition to the previously existing options, i.e. Ceramics, Glass, Painting, Printmaking, and Photography).

The Current Curriculum

[Appendix A—consists of a course map showing the relationship between the learning outcomes, courses, and assessment artifacts.]

Bachelor of Fine Arts Degree Program (67 credits)

Required Supporting Course (3 credits)
ART 100 Introduction to Art
**BFA Core Requirements** (28 credits)

| ART 121 2D Design Foundations | ART 122 3D Design Foundations |
| ART 131 Drawing I | ART 132 Drawing II |
| ART 211 ART to 1500 | ART 212 Ren. to Early Mod. Art Hist. |
| ART 213 Art Since 1945 | ART 320 Drawing from the Figure |
| ART 485 Art Seminar | ART 486 Senior Exhibition |

**Introductory Courses** (18 credits)

Select at least 18 credits from the following:

| ART 227 Introduction to Ceramics | ART 229 Introduction to Glass |
| ART 230 Cold Glass | ART 235 Introduction to Photography |
| ART 236 Introduction to Printmaking | ART 238 Introduction to Painting |
| ART 241 Graphic Design I | ART 289 Special Topics (1–3) |
| ART 291 Asian Art History | ART 292 Introduction to Art Therapy |

**Emphasis Area** (15 credits)

Select at least 15 credits from the following:

| ART 308 History of Design | ART/PHIL 310 Phil. & Hist. of Visual Art |
| ART 320 Drawing from the Figure | ART 321 Gender and Art |
| ART 327 Studio-Ceramics | ART 329 Studio-Glass |
| ART 330 Studio-Drawing | ART 335 Studio-Photography |
| ART 336 Studio-Printmaking | ART 338 Studio-Painting |
| ART 341 Graphic Design II | ART 342 Design Studio II |
| ART 343 Typography II | ART 344 Advertising Design |
| ART 345 Information Graphics | ART 346 Package Design |
| ART 392 Pre-Colum. Art of Mesoam. (MD) | |

**Secondary Emphasis** (6 credits)

Select at least 6 credits from the following:

| Art History | Ceramics |
| Drawing | Glass |
| Graphic Design | Painting |
| Photography | Printmaking |

**Out-of-Classroom Experiences:**

**URSCA & NCUR:** As described above (Section II, Distinguished Academic Excellence), BFA majors (in all emphasis areas) apply for and receive URSCA grants and participate in NCUR. Working with a faculty mentors, students imagine and work on scholarly and creative projects, which lead to presentations and exhibitions. The application process and participation in these activities prepares and furnishes students with the necessary skills to develop a scholarly activity and exhibition record. These opportunities also help students develop skills in visual literacy through the process of drafting their abstracts (LO1), and allows them to hone skills that are essential to developing careers as artists and for preparing for graduate school (LO2 and LO3). Since external stakeholders have high expectations for a
student’s ability to have a broad understanding of art history and visual literacy (LO1) and demand creativity in thinking, speaking, and creating artwork (LO4), URSCA and NCUR provide invaluable experiences that will enhance student learning and help them be more job ready.

**Internships:** Internships are becoming increasingly more expected by employers. Many BFA majors undertake internships at various art institutions, non-profits, and private business in the region. Some successful (and regular) placements include Hudson Hospital (Hudson), The Phipps Center for the Arts (Hudson, WI), Forecast Public Art (St. Paul), Highpoint Center for Printmaking (Mpls.), Northern Clay Center (Mpls.), and Big Brothers Big Sisters (Twin Cities), among others. These experiences fortify students’ resumes with relevant job skills and broaden their network of professionals. Most internships provide opportunities for students to broaden their understanding of art history and visual literacy (LO1, LO3), as well as improve technical skills (L02) and elevate their ability to read, write, and speak critically in a professional atmosphere (LO4).

**International Experiences:** BFA majors routinely pursue international education opportunities, including programs in Chile, Europe, Scotland, and China. Life changing, lasting impressions of these global experiences are reflected in their work, taking the form of heightened creativity and more sophisticated grounding in particular cultural traditions and nuances. Because the international education experiences vary widely on our campus, all of them support LO1, LO3 and LO4 (and Strategic Goal 2), however, the programs in Chile and the International Traveling Classroom directly support L02 because these programs incorporate hands-on studio projects. Employers also desire employees with international experiences to enhance their work environments.

**Juried Exhibitions and Critiques:** Every Spring semester the Art Department organizes a juried exhibition and critique. Students from all emphasis areas are invited to submit their best hang-ready work for consideration in an exclusive exhibition in Gallery 101. A professional artist (or leader in prominent regional arts organizations) is invited to judge the show—deciding which works will be included or not. Afterwards, the juror leads a critique with students in order to provide feedback on student work and to address questions that students have about the juror’s particular career path. Jurors verbally assess LO1, LO2, and LO3. This real life experience mimics the process many artists will go through as they pursue gallery exhibition and sales opportunities.

**Student Organizations:** As previously described (Section II, Student-Centered), the ART Society, the student-run arts organization plays an important role in organizing opportunities for students to engage in the art world out of the classroom. The Art Society coordinates transportation for students to participate in various art events in the local region and beyond, including attending openings, artist talks, lectures, and workshops. Furthermore, the Art Society raises funds to bring artists to campus to deliver lectures on their work or to lead workshops (LO1, LO2, LO3, and LO4).
They also fundraise and organize travel and participation at the Sculpture Objects Functional Art and Design Conference in Chicago. Students learn valuable leadership and volunteer lessons through student organization participation, which they can take with them as they become working adults.

**American Craft Show:** The UWRF Art department has been exclusively selected to participate in the American Craft show in St. Paul, Minnesota. This show provides students with the opportunity to not only showcase and sell their work to art collectors, but gives them the chance to design and build a booth, work through financials, interact with potential clients, interact with other professional artists, etc. This touches on all four learning outcomes (LO1, LO2, LO3, and LO4). The student participants go through a quality selection process and are help to high expectations, as they not only represent themselves but the department as well. This is as close to being a professional artist as they’ll get while still being a student.

### IV VENUES FOR ASSESSMENT

**Integrative Direct Assessment (see Appendix A)**

**Core Concepts (Pre and Post-Evaluation):** Incoming freshman take a Core Concepts Pre-Evaluation in ART 100, which assesses a broad range of knowledge, including art history, visual literacy, materials, processes, theory, and criticism. The exam is re-administered (Post-Evaluation) to seniors in ART 485 Art Seminar. A committee of professional artists, alumni and professors, who possess expertise in fine arts, design, art history, and art therapy, collaborated to design the exam’s contents ([see Appendix E](#)).

**Mid-Program Review:** Halfway through the BFA program (roughly 30–32 credits into the program—this usually takes place in the student’s sophomore/junior year), students are required to participate in an important milestone, the Mid-Program Review. A committee of three faculty members (the Mid-Program Review Committee) assesses the following artifacts: 1) representative body of artwork (including 2 and 3-dimensional examples) from a variety of courses (LO2 and LO3; 2) artist statement (LO3); 3) résumé (LO3); and 4) student’s oral presentation of work (LO1, LO3, and LO4), and give students appropriate feedback. This assessment tool permits a student-centered approach to evaluation, and it allows instructors to give feedback to students in relation to a large body of work drawn from a progressive sequence of courses (i.e. it considers overall achievement and improvement over time) ([see Appendix B](#)).

**Senior Exhibition Evaluation:** The capstone experience of the BFA major is the student’s Senior Exhibition (ART 486). Students mount a show of their work in Gallery 101, or other exhibition venues on or off campus. A review committee (of the student’s choice) assesses the following artifacts: 1) representative body of installed artwork from the student’s primary emphasis area (LO2); 2) artist
statement (LO3); 3) resume (LO3); and 4) student’s oral presentation of work (LO1, LO3, and LO4). The review committee provides detailed feedback on each of the artifacts. The committee also advises students on their professional development beyond graduation.

Indirect Assessment

Exit Survey (see Appendix C): The Art Department’s Assessment Committee obtains feedback on the quality of the curriculum, instruction, facilities and the appropriateness of the program objectives, and culture of inclusion by administering an exit survey. Given during ART 485, Art Seminar, this electronic survey captures students’ opinions through both quantitative and qualitative question formats. This gives students the opportunity to evaluate the department and their overall education.

Alumni Survey (see Appendix D): An electronic questionnaire will be sent to alumni who have graduated one year and five years prior to the current academic year. The survey asks former students to evaluate what they have learned through the process of earning a BFA in Art. The questions ask students to assess their preparation for graduate studies or to work as fine artists. In addition, alumni are asked to update the department with their current work position and contact information.

Juried Exhibitions and Critiques: Every Spring semester the Art Department organizes a juried exhibition and critique. Students from all emphasis areas are invited to submit their best hang-ready work for consideration in an exclusive exhibition in Gallery 101. A professional artist (or leader in prominent regional arts organizations) is invited to judge the show—deciding which works will be included or not. Afterwards, the juror leads a critique with students in order to provide feedback on student work and to address questions that students have about the juror’s particular career path. Jurors verbally assess LO1, LO2, and L03. This gives students the opportunity to receive outside critique and evaluation of their work.

V PROCESS FOR ASSESSMENT

Stakeholders: The Bachelor of Fine Art major does not have a utilized professional accreditation. The primary stakeholders for the BFA program are: students enrolled in the program, department faculty, and College of Arts and Sciences. External stakeholders include partnering institutions where students frequently work as interns or studio assistants/techs (eg. Hudson Hospital, Highpoint Center for Printmaking, Hennepin Made Glass, Phipps Center for the Arts, etc.), art organizations within the local and regional community, and private business.

Assessment Cycle: The program uses the standard university required assessment cycle but learning outcomes are assessed yearly by the department’s faculty.
Accountability: All Art faculty are involved in the assessment. The chair will engage in discussions with the Art Department’s faculty and external stakeholders on the specific mechanisms and timelines for assessing learning objectives. The entire faculty (lead by the chair) will be involved in collecting data (see below) and drafting the assessment report. After two three-year cycles, the faculty will review and revise the assessment plan based on data collected and input from external stakeholders.

Steps of Process: The yearly review process consists of the following steps.

Direct Assessments:
1. One month before the semester begins, the chair notifies instructors of courses tagged to collect assessment data (see Appendix A) to prepare to collect data. Instructors upload relevant syllabi (which include discussion of specific learning objectives), assignment sheets, and grading rubrics to the Assessment Dropbox of the Departmental D2L website.
2. Before the semester begins, the chair will advise all instructors to maintain all records of assessment assignments and relevant data throughout the semester.
3. Chair will notify the instructors of ART 100 to administer the Core Concepts Pre-Evaluation (see Appendix E).
4. Students nearing the 32-credit mark will self-identify the need to participate in the Mid-Program Review (with help from their advisor). Students are notified via email to schedule an appointment for their Mid-Program Review. When a student confirms their appointment they receive a list of required artifacts (and corresponding rubrics) that they must include in their evaluation. A three-faculty review committee is formed. All Mid-Program reviews take place during the same week in the fall and spring semesters. Following the Mid-Program Review, the student’s committee submits the completed evaluation rubrics to the Mid-Program Review Coordinator (see Appendix B). Upon successful completion of the Mid-Program Review, the coordinator completes the required form to “check off” the Mid-Program Review milestone on the student’s DAR report, thus allowing them to continue with the program. Students earning a B or higher in their mid-program evaluation may continue with the BFA degree. Students may re-take the Mid-Program Review one time. If a student fails to pass the Mid-Program Review, a recommendation to change their major from a BFA to ART BS degree will be given.
5. Data will be collected at the end of every semester using D2L. Items submitted will include gradebooks sent as Excel files with assessed items highlighted in yellow, assignment descriptions, and grading rubrics.
6. Students enrolled in ART 485 Art Seminar will take the Core Concepts Post-Evaluation (see Appendix E).
7. Students enrolled in ART 486 Senior Exhibition will present a capstone exhibition. Their show will be assessed according to the exhibition rubric (see Appendix B).
**Indirect Assessments:**
1. The Alumni Survey is sent (by Nov. 1) to students graduating one and five years prior to the current year.
2. The Exit Survey will be administered in ART 485 Art Seminar during finals week.
3. The Chair conducts an informal interview of guest juror of Annual Juried Exhibition (Spring semesters only).

**Compilation and Reporting:**
1. The Chair will compile direct and indirect assessment data after finals week to generate the assessment report. The chair submits the report and maintains the files on Falcon Share.
2. Files to be stored on the Falcon Drive include
   a. Assessment Plan
   b. 3-year cycle reports
   c. Electronic gradebooks, assignment sheets, and grading rubrics for individual classes included in particular assessment.
   d. Results of Mid-Program Reviews
   e. Senior Exhibition Evaluations
   f. Results of the Exit Survey
   g. Results of the Alumni Survey
   h. A summary of the guest juror’s assessment of the Annual Juried Exhibition.
   i. Minutes from the Annual Advisory Board Working Lunch
   j. Minutes from departmental meetings wherein assessment is discussed.
3. Summaries of the assessment results will be discussed at the second departmental meeting of each semester. If changes are required, the chair will appoint a committee to initiate appropriate curriculum revisions.
4. The chair will write an executive summary of the annual assessment report. The report will be published on the Art Department’s website.

**Change and Revision:** Results of the annual assessment process will be presented to the faculty during the first departmental meeting in February of each year. The Assessment Committee will include the Art Department’s input when revising and implementing the Assessment Plan.

**Additional Narrative:** The authors of this plan recognize that the grading rubric designed to score this Assessment Plan urges planners to link each assessment to specific courses. The BFA Assessment Plan proposed here includes one especially powerful assessment tool—the Mid-Program Review, which is used again to assess the Senior Exhibition (see Appendix B) and measure professional growth—this is not connected to a class. As described above (Section IV) the Mid-Program Review consists of an evaluation of student work, artist statement, resume, and oral presentation, which is assessed by a three-person committee. Rather than being tied to a single course, this assessment is linked to many courses and credits earned in
the BFA Major. Falling (roughly) midway through the student’s program, it serves as an important milestone. Because it is not tethered by specific courses, the Mid-Program Evaluation is a valuable opportunity to evaluate student mastery of a synthesis of objectives—rather than one or two objectives extracted from assignments—in a context that is modeled after the kinds of experiences that artists must navigate in graduate school or professional practice. It permits a student-centered approach to assessing and providing feedback, as it considers a large body of work drawn from a progressive sequence of courses (i.e. it considers progress and improvement over time).

In addition, outside evaluators involved in previous program assessments encouraged the Art department to develop this kind of assessment tool, precisely because it allows for a wide range of objectives to be evaluated. Similar assessments are employed in the assessment plans of peer institutions (including UW-Stout, the University of Minnesota, and MCAD).

The reputation of the UWRF Art department and the BFA program have gained momentum over the course of the last few years, attracting students from the local region as well as the coasts. The Art department faculty feels that implementing a Mid-Program Review and using it as part of the Assessment Plan will serve as an important step in the rise of the Art department’s reputation as a premiere art program.
Appendix A
BFA Course/Assessment Map

A BFA graduate will be able to:

| Curriculum | 1. demonstrate an acquired broad aesthetic based in historical and contemporary arts and visual literacy, enhancing comprehension and meaning of artwork in relationship to its audience. | 2. possess a high level of dexterity and technique in a variety of media and materials, with an emphasis on mastery of one, in order to more effectively express artwork to its audience. | 3. demonstrate preparedness for professional practices, working environments, and advanced art education (such as graduate studies) in order to be effective employees, exhibitors, and continuing student. | 4. exhibit exemplary conceptual creativity in the processes of: • making visual artworks that speaks to the audience. • generating verbal critique of their work and the work of others. • writing critically about their work and the work of others. |

<table>
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<th>Required Support Course</th>
<th>ART 100 Intro to Visual Art</th>
<th>I Pre-Evaluation</th>
<th>I Pre-Evaluation</th>
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<td>BFA Core Requirements</td>
<td>ART 1212D Design Founda.</td>
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<td>I/R</td>
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<td>ART 122 3D Design Founda.</td>
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<td>ART 131 Drawing I</td>
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<td>ART 132 Drawing II</td>
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<td>ART 211 Art Hist. to 1500</td>
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<td>ART 212 Art Hist. 1500-1945</td>
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<td>ART 213 Art Hist. 1945–present</td>
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<td>ART 320 Drawing from Fig.</td>
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<td>R</td>
<td>R</td>
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</table>

| Introductory Courses   | ART 227 Intro to Ceramics   | R               | R               | R               | R               |
|                        | ART 229 Intro to Glass      | R               | R               | R               | R               |
|                        | ART 230 Cold Glass          | R               | R               | R               | R               |
|                        | Art 235 Intro to Photography| R               | R               | R               | R               |
|                        | ART 236 Intro to Printmaking| R               | R               | R               | R               |
|                        | ART 238 Intro to Painting   | R               | R               | R               | R               |
|                        | ART 241 Graphic Design I    | R               | R               | R               | R               |
|                        | ART 242 Design Studio I     | R               | R               | R               | R               |
|                        | ART 243 Typography          | R               | R               | R               | R               |
|                        | ART 291 Asian Art History   | R               | R               | R               | R               |
|                        | ART 292 Intro to Art Therapy| R               | R               | R               | R               |

| MILESTONE              | Mid-Program Review          | R               | R               | R               | R               |
| (after approx. 32 art credits) | |

11
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<tr>
<th>Emphasis Area</th>
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<td>ART 308 History of Design</td>
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<td>ART 310 Hist. &amp; Phil of Art</td>
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<td>ART 321 Gender and Art</td>
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<td>ART 327 Studio Ceramics</td>
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<td>ART 329 Studio Glass</td>
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<td>ART 330 Studio Drawing</td>
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<td>Global Engagement</td>
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<td>ART 291 Asian Art Hist. (GP)</td>
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<td>ART 392 Pre-Columb. Art (MD)</td>
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<td>Study Abroad Chile</td>
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<td>Int. Traveling Classroom</td>
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<td>SAE Europe</td>
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<td>Final Assessments</td>
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<td>ART 485 Art Seminar</td>
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<td>ART 486 Senior Exhibition</td>
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</tbody>
</table>

I = Introduce
R = Reinforce
E = Enhance

Assessments Highlighted in blue
Appendix B
BFA Assessment Rubric for Mid-Program Review and Senior Exhibition

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>ACCEPTABLE</th>
<th>NOT ACCEPTABLE</th>
<th>SCORE</th>
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<tbody>
<tr>
<td>TECHNICAL (30%)</td>
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<tr>
<td>The work demonstrates appropriate technique in the creation of the artwork.</td>
<td>Excellent use of materials and techniques in the creation of the artwork.</td>
<td>Acceptable use of materials and techniques in the creation of the artwork.</td>
<td>Less than acceptable use of materials and techniques in the creation of the artwork.</td>
</tr>
<tr>
<td>Work is presented in a manner suitable for the final presentation, including the use of appropriate materials and techniques.</td>
<td>Work is presented in a manner that is appropriate for the final presentation, including the use of appropriate materials and techniques.</td>
<td>Work is presented in a manner that is not appropriate for the final presentation, including the use of inappropriate materials and techniques.</td>
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<td>CONCEPTUAL (30%)</td>
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<tr>
<td>Student's work is demonstrated in an appropriate and meaningful way.</td>
<td>Excellent demonstration of conceptual ideas in the artwork.</td>
<td>Acceptable demonstration of conceptual ideas in the artwork.</td>
<td>Less than acceptable demonstration of conceptual ideas in the artwork.</td>
</tr>
<tr>
<td>Work is presented in a way that is appropriate for the final presentation, including the use of appropriate materials and techniques.</td>
<td>Work is presented in a way that is not appropriate for the final presentation, including the use of inappropriate materials and techniques.</td>
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<td>AESTHETIC (40%)</td>
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<tr>
<td>The artwork is visually striking and effectively communicates the artist's intent.</td>
<td>Excellent visual impact and effective communication of the artist's intent.</td>
<td>Acceptable visual impact and effective communication of the artist's intent.</td>
<td>Less than acceptable visual impact and effective communication of the artist's intent.</td>
</tr>
<tr>
<td>Work is presented in a way that is appropriate for the final presentation, including the use of appropriate materials and techniques.</td>
<td>Work is presented in a way that is not appropriate for the final presentation, including the use of inappropriate materials and techniques.</td>
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Please read the criteria for each section and write your score in **WHOLE NUMBERS** in the right column.
Appendix C
BFA Exit Survey

Dear Graduating Art Student:

The attached survey is an important assessment tool for the Art Department. As graduating art students, you will shape the future of our department by giving serious consideration of the questions on the following pages.

We value the relationship we have had with you as art students and consider your assessment of the time you have spent here an important part of our growth as a department.

Best wishes and Congratulations!

UWRF Art Department

Please respond to the following statements:
1. The BFA at UWRF has allowed me to acquire a broad aesthetic base in historical and contemporary arts and visual literacy.
   □ I strongly agree
   □ I agree
   □ I slightly agree
   □ I slightly Disagree
   □ I disagree
   □ I strongly disagree

2. The BFA at UWRF has allowed me to achieve a high level of dexterity and technique in a variety of media and materials.
   □ I strongly agree
   □ I agree
   □ I slightly agree
   □ I slightly Disagree
   □ I disagree
   □ I strongly disagree

3. The BFA at UWRF has prepared me for professional practices, working environments and/or advanced graduate studies in art.
   □ I strongly agree
   □ I agree
   □ I slightly agree
   □ I slightly Disagree
   □ I disagree
   □ I strongly disagree
4. The BFA at UWRF has prepared me to exhibit exemplary conceptual 
creativity in the process of making visual artworks.
☐ I strongly agree
☐ I agree
☐ I slightly agree
☐ I slightly Disagree
☐ I disagree
☐ I strongly disagree

5. The BFA at UWRF has prepared me to exhibit exemplary conceptual 
creativity in the process of generating verbal critique of my work and the work of 
others.
☐ I strongly agree
☐ I agree
☐ I slightly agree
☐ I slightly Disagree
☐ I disagree
☐ I strongly disagree

6. The BFA at UWRF has prepared me to exhibit exemplary conceptual 
creativity in the process of writing critically about my work and the work of others.
☐ I strongly agree
☐ I agree
☐ I slightly agree
☐ I slightly Disagree
☐ I disagree
☐ I strongly disagree

7. In addition to Western influences in art, the BFA at UWRF allowed me to 
understand and learn about non-Western global traditions of art?
☐ I strongly agree
☐ I agree
☐ I slightly agree
☐ I slightly Disagree
☐ I disagree
☐ I strongly disagree

8. The student-centered studio approach at UWRF allowed me to be an active 
learner?
☐ I strongly agree
☐ I agree
☐ I slightly agree
☐ I slightly Disagree
☐ I disagree
☐ I strongly disagree
9. The student-centered studio approach at UWRF promotes community and collaboration between students?
☐ I strongly agree
☐ I agree
☐ I slightly agree
☐ I slightly disagree
☐ I disagree
☐ I strongly disagree

10. What was your Primary Emphasis Area?
☐ Art History
☐ Ceramics
☐ Drawing
☐ Fibers
☐ Glass
☐ Graphic Design
☐ Painting
☐ Photography
☐ Printmaking
☐ Sculpture

11. In my Primary Emphasis Area, I received excellent instruction.
☐ I strongly agree
☐ I agree
☐ I slightly agree
☐ I slightly disagree
☐ I disagree
☐ I strongly disagree

12. What was your Secondary Emphasis Area?
☐ Art History
☐ Ceramics
☐ Drawing
☐ Fibers
☐ Glass
☐ Graphic Design
☐ Painting
☐ Photography
☐ Printmaking
☐ Sculpture
13. In my Secondary Emphasis Area, I received excellent instruction.

- [ ] I strongly agree
- [ ] I agree
- [ ] I slightly agree
- [ ] I slightly Disagree
- [ ] I disagree
- [ ] I strongly disagree

14. The studio facilities and equipment at UWRF have prepared me to use the tools and equipment necessary to work as a professional artist.

- [ ] I strongly agree
- [ ] I agree
- [ ] I slightly agree
- [ ] I slightly Disagree
- [ ] I disagree
- [ ] I strongly disagree

15. While pursuing my BFA at UWRF, I have received excellent advising.

- [ ] I strongly agree
- [ ] I agree
- [ ] I slightly agree
- [ ] I slightly Disagree
- [ ] I disagree
- [ ] I strongly disagree

16. Which of the following out-of-classroom activities have you participated in? Check all that apply.

- [ ] NCUR
- [ ] Outdoor Installations
- [ ] Juried Student Exhibition
- [ ] The Scholarship Exhibit/Sale
- [ ] Off-campus workshops (indicate which)
- [ ] Off-campus exhibitions (indicate which)
- [ ] Off-campus art openings, artist talks, or lectures (indicate which).
- [ ] Art Society Events
- [ ] Glass Club Events
- [ ] Other (list)

17. Is there a particular out-of-the classroom experience that had the most impact on you as an artist? Why?

18. How many semesters have you attended UWRF? ________

What other institutions, if any, did you attend prior to enrolling at UWRF?
19. Have you had an internship?
☐ Yes ☐ No
If yes, where did you have it and what were your activities?
Please comment on the experience:

20. Have you applied for awards or scholarships while attending UWRF?
☐ Yes ☐ No
If yes, which have you applied for?

21. Have you received any awards or scholarships while attending UWRF?
☐ Yes ☐ No
If yes, please list.

22. Have you participated in any of the International Study Programs while at UWRF?
☐ Yes ☐ No
If yes, which one/s?

23. Do you have any suggestions to improve the BFA curriculum or Art Department? Please provide additional feedback.

24. What are your plans for the future? Will you attend graduate school, join the work force, travel, or teach? Please elaborate.

25. Are you planning on becoming a member of the UWRF Alumni Association?

26. Please provide your non-UWRF email so we may contact you about Art Department and campus news and events.

27. What is your mailing address after graduation?
   Street Address
   PO Box
   City
   State
   Zip Code

28. Telephone number after graduation?

29. Are you planning to attend graduate or professional school (e.g. Masters, PhD, Law School, etc.) after you finish at UWRF?
☐ Yes
☐ No  If no, go to question 31
30. With respect to the graduate or professional school you will be attending after graduating from UWRF:
   What is the name of the University?
   What will your program of study be?
   In what city is the university located?
   In what state is the university located

31. Do you have a job, or an offer of one, for after you graduate, including enlisting in the military or working for an organization like Americorps or the Peace Corps?
   ☐ Yes
   ☐ No  If no, you may stop here

32. Employer Information
   Name of Employer
   Position Title
   City
   State or Country if outside US

33. Which of the following best describes your post-graduation employment situation?
   ☐ I currently have a job and plan on staying in this position after graduation
   ☐ I am currently employed but am seeking another position
   ☐ I have accepted an employment offer for after graduation (from an organization I didn’t work for prior to graduation)
   ☐ I have one or more offers, but have not accepted one yet
   ☐ I’ll be going into active military service
   ☐ I’ll be joining Peace Corps, Americorps, etc.

34. Will your post-graduation job be:

<table>
<thead>
<tr>
<th>Full-time (e.g. 40 hours/week) or part-time (under 40 hours/week)?</th>
<th>☐ Full-Time</th>
<th>☐ Part-Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Related to your academic major?</td>
<td>☐ Yes</td>
<td>☐ No</td>
</tr>
</tbody>
</table>
35. If you know, please indicate what your post-graduation annual salary range will be.
   ☐ a. I work part time
   ☐ b. under $12,000
   ☐ c. $12,001-$14,000
   ☐ d. $14,001-$16,000
   ☐ e. $16,001-$18,000
   ☐ f. $18,001-$20,000
   ☐ g. $20,001-$22,000
   ☐ h. $22,001-$24,000
   ☐ i. $24,001-$26,000
   ☐ j. $26,001-$28,000
   ☐ k. $28,001-$30,000
   ☐ l. $30,001-$32,000
   ☐ m. $32,001-$34,000
   ☐ n. $34,001-$36,000
   ☐ o. $36,001-$38,000
   ☐ p. $38,001-$40,000
   ☐ q. $40,001-$42,000
   ☐ r. $42,001-$44,000
   ☐ s. $44,001-$46,000
   ☐ t. $46,001-$48,000
   ☐ u. $48,001-$50,000
   ☐ v. $50,001-$52,000
   ☐ w. $52,001-$54,000
   ☐ x. $54,001-$56,000
   ☐ y. above $56,000, please specify) __________________
Appendix D
BFA Alumni Survey

Please respond to the following statements:
1. The BFA at UWRF allowed me to acquire a broad aesthetic based in historical and contemporary arts and visual literacy.
   - I strongly agree
   - I agree
   - I slightly agree
   - I slightly Disagree
   - I disagree
   - I strongly disagree

2. The BFA at UWRF allowed me to achieve a high level of dexterity and technique in a variety of media and materials.
   - I strongly agree
   - I agree
   - I slightly agree
   - I slightly Disagree
   - I disagree
   - I strongly disagree

3. The BFA at UWRF prepared me for professional practices, working environments and/or advanced graduate studies in art.
   - I strongly agree
   - I agree
   - I slightly agree
   - I slightly Disagree
   - I disagree
   - I strongly disagree

4. The BFA at UWRF prepared me to exhibit exemplary conceptual creativity in the process of making visual artworks.
   - I strongly agree
   - I agree
   - I slightly agree
   - I slightly Disagree
   - I disagree
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5. The BFA at UWRF prepared me to exhibit exemplary conceptual creativity in the process of generating verbal critique of my work and the work of others.

☐ I strongly agree
☐ I agree
☐ I slightly Disagree
☐ I disagree
☐ I strongly disagree

6. The BFA at UWRF prepared me to exhibit exemplary conceptual creativity in the process of writing critically about my work and the work of others.

☐ I strongly agree
☐ I agree
☐ I slightly agree
☐ I slightly Disagree
☐ I disagree
☐ I strongly disagree

7. What was your Primary Emphasis Area while studying at UWRF?

☐ Art History
☐ Ceramics
☐ Drawing
☐ Fibers
☐ Glass
☐ Graphic Design
☐ Photography
☐ Printmaking
☐ Sculpture

8. What was your Secondary Emphasis Area while studying at UWRF?

☐ Art History
☐ Ceramics
☐ Drawing
☐ Fibers
☐ Glass
☐ Graphic Design
☐ Painting
☐ Photography
☐ Printmaking
☐ Sculpture

9. Respond to the following statement: The studio facilities and equipment at UWRF prepared me to use the tools and equipment necessary to work as a professional artist.

☐ I strongly agree
☐ I agree
☐ I slightly agree
10. Respond to the following statement: While pursuing my BFA at UWRF, I received excellent advising.
   - I strongly agree
   - I agree
   - I slightly agree
   - I slightly disagree
   - I disagree
   - I strongly disagree

11. Respond to the following statement: The learning objectives of the BFA program are appropriate to prepare students for professional practice.
   - I strongly agree
   - I agree
   - I slightly agree
   - I slightly disagree
   - I disagree
   - I strongly disagree

12. Since graduating from UWRF have you continued to make artwork? ☐Yes ☐No
    If yes, please elaborate.

13. Did you undertake additional studies in art (graduate studies, workshops, residencies, internships, etc.) after graduating from UWRF? ☐Yes ☐No
    If yes, please elaborate.

14. Are you currently employed?
    If yes, what is your position?
    If yes, do you use the skills you learned at UWRF in your work?

15. Would you be interested in returning to UWRF to give a guest lecture or workshop? ☐Yes ☐No
    If yes, please elaborate.

16. Do you have any suggestions for improving the BFA curriculum or Art Department? Please share your feedback.

17. Please provide your preferred contact information so we can be in touch in the future.
Appendix E
Core Concepts Pre and Post-Evaluation

Question 1

The image shown above is an example of which of the following Classical Orders? (image attached)

Question 1 options:
- Doric
- Ionic
- Corinthian
- Etruscan
- Falcon

Question 2

One is most likely to see use of chiaroscuro in the artworks of _____.

Question 2 options:
- Pericles
- Leonardo
- Cimabue
- Matisse
- Picasso
- Rothko
- Pollock
Question 3

Action painting best describes the work of ____.  

Question 3 options:
○ Michelangelo
○ Rubens
○ Courbet
○ Matisse
○ Rothko
○ Pollock

Question 4

What jobs are there for artists? What would one have to do to get these jobs? Name at least three and describe what is necessary to obtain these jobs?

Question 5

What do you think it takes to be successful as an artist?

Question 6

Describe yourself as an artist and the artwork you create.

Question 7

Describe your art piece that you uploaded. What was your intention, process and describe the content of this artwork.

Question 8

Where do you see yourself in the contemporary art world?
Question 9

Compare and contrast Mondrian’s Composition with Red, Blue, and Yellow (left) with his Broadway Boogie-Woogie (right). How are they alike, and how do they differ? What do the titles suggest to you about the means of the works?