Mission / Purpose
Students who successfully complete the Bachelors of Arts degree in Studio Art are qualified to pursue careers in related art fields or, in the studio area, to continue independently to develop and explore creative skills and personal expression. This degree also prepares students for matriculation into graduate-level programs.

Goals

G 1: Professional Exhibition
Students will participate in at least one professional exhibition.

G 2: Practices
Students will demonstrate understanding of practices in at least three areas of emphasis or media.

G 3: Focus - Medium
Students will demonstrate technical and conceptual proficiency in one medium by their capstone course.

G 4: Conceptual Unity
Students will create a coherent body of work.

G 5: Professional Development
Students will be aware of professional development in the field, and some will be encouraged to pursue advanced degrees.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Art studio practices, concepts and theories
Students will demonstrate an understanding of art studio practices, concepts and theories, and critical understanding in at least one of the studio disciplines offered as a concentration. (Painting, Sculpture, Printmaking, Digital and Photography).

Related Measures

M 1: Portfolio
Students in studio classes are required to submit portfolios of creative work at midterm and final examinations. The final portfolio should demonstrate the culmination of projects completed throughout the semester, which show the progress of technical and conceptual knowledge gained throughout the course. The department retains selected works as examples for future classes.

Source of Evidence: Portfolio, showing skill development or best work

Target:
80% will score a grade of C or better on the midterm and final portfolio.

Finding (2013-14) - Target: Met
All students must score a grade of C or better in studio courses in order to matriculate to the next highest level. Approximately 80% of students will earn this score. Those who do not must repeat the course, and the previous course is used in the student’s free electives. However, more than 80% of students have earned a score of C or better in studio classes in general (please see sample midterm and final portfolio grades in the Documents area). Spring 2014: From a two-course sampling, 94.1% of students earned a C or better on the midterm and final portfolios. Generally speaking, one to four students per course (of 20-25 total) earn grades of C or better on these assignments. Please see grade samples in the documents area.

Related Action Plans (by Established cycle, then alpha):

Portfolio action plan
Even though the department met its target goal of over 80 percent of students getting C or better in Fine Arts classes. The department feels that we could push up to 90% of students achieving a C or better in all Fine Arts classes.

Established in Cycle: 2013-14
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Portfolio | Outcome/Objective: Art studio practices, concepts and theories

Implementation Description: Providing more instructional support in the classroom in order to make it easier for instructors to meet with students in a more timely fashion.

Projected Completion Date: 04/2015

updated portfolio action plan
Faculty will discuss pushing the target up higher at the end of the next cycle. In the interim, faculty will continue to monitor the progress of students' portfolios.

Established in Cycle: 2013-14
Implementation Status: In-Progress
M 2: Critiques

· During critiques – at least two throughout the semester - students are required to verbally evaluate their completion of projects by presenting their creative work to the class and their instructor.

Source of Evidence: Presentation, either individual or group

Target:
100% of students actively participate in group critiques through discussion and attendance.

Finding (2013-14) - Target: Met
Using the critique measurement sheet we find that on average we meet our target goal of 100% student participation within the critique process. Spring 2014: 100% of students participate in critiques in studio classes. Critiques are given a weight in the overall evaluation of the course. As in the action plan from Fall 2013, the student organization, Visual Arts League, organized a guest critique session in the Spring semester with graduate students to encourage development of critique language and comfort for students.

Related Action Plans (by Established cycle, then alpha):

Critique Action Plan
We feel that promoting open dialogue throughout the entire department is one of the ways to make it more comfortable for students to speak publicly about their work. We feel that bringing in more outside speakers to the department to give artists talks is one way to show off the diverse world of art. We also want to challenge our students to mimic this format and practice doing artists talks to each other within our student service learning association the VISUAL ARTS LEAGUE. Currently we are developing professional practice classes for just this thing.

Established in Cycle: 2013-14
Implementation Status: Planned
Priority: Medium

M 6: Proposal

Students will propose projects and concepts to faculty via written documents and statements in advanced studio courses and senior project that explain ideas for the creation of a coherent body of work.

Source of Evidence: Project, either individual or group

Target:
100% of students write proposals demonstrating understanding of their own concepts and theories that are evaluated by faculty

Finding (2013-14) - Target: Met
We found that 100% of our senior project students project proposals demonstrated the listed concepts and theories that were presented in the proposal. Spring 2014: 100% of Senior Project students wrote project proposals which demonstrated understanding of their own concepts and theories about art making. The Senior Project instructor and faculty mentors reviewed the proposals with individual students. Students were assisted with clarifying and developing their ideas in a series of visual artworks. More focused attention on the proposal-writing process meets the department's action plan from the end of Fall 2013.

Related Action Plans (by Established cycle, then alpha):

action plan as it relates to proposals and objective 1
This is a great opportunity to push the service learning components of our classes. Writing art proposals for grants and public projects is one of the more accessible ways to get into professional art making. We don’t stress these aspects enough and would like to create seminars in the department that detail some of the more professional aspects of proposal writing as it pertains to your the students formal design, project budgets and narratives.

Established in Cycle: 2013-14
Implementation Status: Planned
Priority: Medium

continue development
Faculty will continue to develop the Senior Project course through meetings and discussions of course objectives and requirements. The proposal will be given clear and specific guidelines, and clearly relate to more broad professional applications.

Established in Cycle: 2013-14
SLO 2: Understanding of formal elements, processes, critical issues and historical context of work

Students will demonstrate an understanding of the formal elements, processes, and critical issues in studio practice, particularly in their area of specialization. They must also demonstrate an awareness of the historical context of their creative work, particularly in their area of specialization.

Related Measures

M 3: Final research paper or exam
· Final research papers or exams in art history courses demonstrate students' understanding of pertinent issues specific to the course, such as research into the life and work of an artist or art historical period, including critical analysis.

Source of Evidence: Writing exam to assure certain proficiency level

Target:
90% of students score 70% on written papers.

Finding (2013-14) - Target: Partially Met
It appears that about 80-90% of students score C or better on research papers in studio arts. Most research occurs in the art history classroom, though students in the studio option are required to complete some research on contemporary artists for their artist statements. 100% of students do include this contemporary research in artist statements. Please see the highlighted research paper grades in the document titled "Studio Research Paper Grades" under the Documents area. Spring 2014: 88.7% of students scored 70% or better on written papers in art history courses. 94% of students scored 70% or better on final exams in art history courses; the students that did not score 70% or better did not take the final exam. Final exams in survey courses have a writing component. So, it is logical to say that 100% of students who took the final exam scored 70% or better. However, it seems that the target should be revised to better reflect the reality of this data at this time. Students' increased experience in writing artist statements may help them develop research-oriented writing, and additionally, the reinstatement of ENG 1158 as a prerequisite for art history courses may help students gain more writing experience. Faculty will continue to increase the writing components of studio courses to foster writing development.

Related Action Plans (by Established cycle, then alpha):

continue improvement, revise target
The target will be revised to 90% of students achieving 70% or better on research papers and final exams. Increased writing components in studio courses should foster development in writing skills. Faculty will consider the reinstatement of ENG 1158 as a prerequisite course for art history classes.

Established in Cycle: 2013-14
Implementation Status: In-Progress
Priority: High

revise project description
Art history faculty have revised assignment descriptions to clarify project intents and objectives as well as resources students can find on campus and online to assist in writing. Survey art history courses are focusing on writing now that the ENGL 1158 prerequisite has been removed, which may be one reason students were struggling more with this assignment over the last year.

Established in Cycle: 2013-14
Implementation Status: Finished
Priority: High

M 4: Artist statement
· Students are required to write artist statements to demonstrate their own understanding of the historical context of their creative work, as well as technical issues in creating the work.

Source of Evidence: Academic direct measure of learning - other

Target:
80% of students will demonstrate this understanding through written statements reviewed by faculty during their capstone course

Finding (2013-14) - Target: Met
Only 60% of students were able to demonstrate their understanding of their own art practice through prepared statements presented to the faculty. Spring 2014: 85.7% of students were able to demonstrate understanding of art concepts and formal language through their artist statements. This increase in the quality of statements is most likely related to the increased clarity of the proposal process in Senior Project. The information from the proposal can be directly included in the artist statement to a certain extent. It also relates to the increased requirement of artist statements in studio courses that precede Senior Project, as stated in the action plan from Fall 2013. These writing opportunities are expanded to give students more experience in writing about their work, focusing specifically on formal qualities, content, and description of the work itself. Please see an example of a project that includes an artist statement component in the documents area.
**Related Action Plans (by Established cycle, then alpha):**

**Artist Statement Action plan**

Our action plan consists of creating directed instruction at every level of our curriculum that is related to the production of the artist statement. This requires more attention to contemporary art resources and additional classwork in most fine art classes. This is very important and can be challenging for students who don’t feel comfortable speaking publicly about their work. We have developed specific classes such as professional practice to address this topic.

*Established in Cycle:* 2013-14  
*Implementation Status:* Planned  
*Priority:* Hgh

**Relationships (Measure | Outcome/Objective):**  
Measure: Artist statement | Outcome/Objective: Understanding of formal elements, processes, critical issues and historical context of work

*Projected Completion Date:* 05/2015

**SLO 3: Produce coherent body of work**

Students finishing the degree program will produce a coherent body of creative work in their area of specialization, and for those graduates who show the ability and desire to pursue an advanced degree, the work should be of sufficient quality to satisfy the requirements for the admission to graduate school.

**Related Measures**

**M 5: Exit interview**  
- At the time of their capstone course, students are required to complete an exit interview.

*Source of Evidence:* Exit interviews with grads/program completers

**Target:**  
At least 25% of graduating seniors will be encouraged to apply to graduate schools.

**Finding (2013-14) - Target: Met**  
At least 25% of our graduating senior project students reported that they wanted to continue their studies within a related graduate program. Spring 2014: 28.6% of students in Senior Project earned the grade of A. These students clearly demonstrated the quality of work, work ethic, and written statement that are adequate for application to graduate programs. The faculty maintains contact with these students via various modes of communication, and has offered ideas and guidance regarding pursuit of graduate programs. Revising the exit interview to collect data needed for communication should easily enable the process.

**Related Action Plans (by Established cycle, then alpha):**

**exit interview action plan for making a body of work**

In order to build on the steps that we have met for this particular measurement we think that creating a more structured series of faculty evaluations of each students progress would help our students develop a more advanced and cohesive body of work.

*Established in Cycle:* 2013-14  
*Implementation Status:* Planned  
*Priority:* Hgh

**Relationships (Measure | Outcome/Objective):**  
Measure: Exit interview | Outcome/Objective: Produce coherent body of work

*Projected Completion Date:* 05/2015

**revise exit interview**

The faculty have determined that the exit interview in place for Senior Project is lacking. We are in the process of revising the exit interview to better enable student responses to specific issues and questions, and to maintain records of contact for future correspondence.

*Established in Cycle:* 2013-14  
*Implementation Status:* In-Progress  
*Priority:* Hgh

**Relationships (Measure | Outcome/Objective):**  
Measure: Exit interview | Outcome/Objective: Produce coherent body of work

*Projected Completion Date:* 08/2014

**M 6: Proposal**

Students will propose projects and concepts to faculty via written documents and statements in advanced studio courses and senior project that explain ideas for the creation of a coherent body of work.

*Source of Evidence:* Project, either individual or group

**Target:**  
100% of students produce coherent work aligned with concepts and ideas in the proposal

**Finding (2013-14) - Target: Partially Met**

We found that 100% of our students produce coherent work that is aligned with concepts and ideas. Spring 2014: According to Senior Project final grades, which most heavily reflect the creation of a coherent body of work as it relates to the proposal, 92.9% of students (13 of 14) were able to do so successfully. One student, who failed to attend classes and complete a body of work, failed the course. As per the action plan from Fall 2013, the writing component of the proposal appears to have improved, and this is in part due to the practice that studio majors get from their art history classes, as well as to the improved proposal process in Senior Project. The main detriment to producing the coherent body of work is the lack of production. This is a somewhat uncontrollable circumstance, as there is no way to force students to complete a body of work. Students do have the option to retake Senior Project to go on toward success in the class. It may be wise to revise the target to a lesser, yet still high, percentage.

**Related Action Plans (by Established cycle, then alpha):**

**coherent work target revision**
Faculty will consider revising the target for the production of a coherent body of work. Faculty will continue to mentor and attempt communication with all students in Senior Project, and provide evidence of the wealth of professional development available in the course. Also, faculty will continue to encourage and remind students of this opportunity to express their own ideas about concepts and theories in the art world in their singular visual languages.

Established in Cycle: 2013-14  
Implementation Status: Planned  
Priority: Hgh  
Relationships (Measure | Outcome/Objective): Produce coherent body of work

Projected Completion Date: 05/2015

producing coherent body of work as it relates to the proposal

We would like to push our students to have a deeper understanding of the way the written and spoken description of their work can affect the way the audience views their work. This requires more experience doing art based writing. Our most recent hire, art historian Rebecca Reynolds has been working to developing writing plans in all of her class offering which are mandatory for studio art majors. These plans will address proposals and the historical importance of being able to navigate a professional setting as an artist. Her contemporary art history classes will require large writing components that will work in conjunction with our new professional practice classes to give our students a broad art historical context for their own personal artwork.

Established in Cycle: 2013-14  
Implementation Status: Planned  
Priority: Hgh  
Relationships (Measure | Outcome/Objective): Produce coherent body of work

Projected Completion Date: 05/2015

SLO 4: Professional exhibition experience

Students will participate in professional exhibition experience to prepare for a professional career.

Related Measures

M 5: Exit interview

· At the time of their capstone course, students are required to complete an exit interview.

Source of Evidence: Exit interviews with grads/program completers

Target:

100% of students with a score of 70% or better will gain professional exhibition experience by installing their work in a professional exhibition at the Fine Arts gallery on campus.

Finding (2013-14) - Target: Met

We found that all of the students in our senior project with a score of %70 or better participated in our professional gallery exhibition. Spring 2014: All of the students in Senior Project with a score of 70% or better participated in the professional gallery exhibition. To reduce confusion, a team of students formed to install the show from the total students enrolled in Senior Project. However, all students were able to view the presentation on gallery installation given by a graduate student, and learn about the processes of installation and design. Revising the exit interview should help get feedback from students on the exhibition process.

Related Action Plans (by Established cycle, then alpha):

alumni exhibition as per Fall 2013 action plan

In March 2014, the UNO-St. Claude gallery hosted an alumni exhibition juried by Professor Rebecca Reynolds. This exhibition was intended to maintain contact with alumni from the graduate program. However, an undergrad alumnu juried exhibition would help maintain contact with that group. This idea has been offered to the faculty and is currently under consideration.

Established in Cycle: 2013-14  
Implementation Status: In-Progress  
Priority: Hgh  
Relationships (Measure | Outcome/Objective): Professional exhibition experience

Exit interview action plan for professional experience

Our students meet their targets because of our access to professional galleries. We would like to maintain more of a connection with our students. We would like to create an annual juried alumni show that showcases recent graduating art students. This will help us stay connected to our grads and also give them more avenues to showcase their work.

Established in Cycle: 2013-14  
Implementation Status: Planned  
Priority: Hgh  
Relationships (Measure | Outcome/Objective): Professional exhibition experience

Projected Completion Date: 05/2015

M 7: Senior Exhibition

Students will participate in a professional exhibition at the Fine Arts gallery on campus at the end of successfully completing the capstone course.

Source of Evidence: Presentation, either individual or group

Target:

100% of students score 70% on professional exhibition

Finding (2013-14) - Target: Met
100% of students scored above 70% on the professional exhibition. Spring 2014: 100% of students scored above 70% on the professional exhibition. All students exhibited Senior Project works in a well-designed, well-organized show. Some artworks required reframing, but all was completed in time for the exhibition. A team of Senior Project students installed the show after receiving a demonstration on installation by a graduate student. As per the action plan for the Fall 2013 report, Senior Project students are being introduced to other aspects of the profession of art exhibition and design.

Related Action Plans (by Established cycle, then alpha):

**Senior Exhibition experience**
For the Senior Project Exhibition. We would like it to become more of a learning tool that involves seminars on how to use tools, hanging, framing and lighting. Students will now be expected to conduct their own openings which involves event planning. Assistance will be provided to help students plan their advertising and pay for promotional materials. A final piece would be creating a mandatory internship where students are mentored by artists and craftspeople in their fields. This would bring even more professionalism to the senior project exhibition.

Established in Cycle: 2013-14  
Implementation Status: Planned  
Priority: High  

Relationships (Measure | Outcome/Objective):  
- Measure: Senior Exhibition  
- Outcome/Objective: Professional exhibition experience  

Projected Completion Date: 05/2015

**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

**action plan as it relates to proposals and objective 1**
This is a great opportunity to push the service learning components of our classes. Writing art proposals for grants and public projects is one of the more accessible ways to get into professional art making. We don’t stress these aspects enough and would like to create seminars in the department that detail some of the more professional aspects of proposal writing as it pertains to your the students formal design, project budgets and narratives.

Established in Cycle: 2013-14  
Implementation Status: Planned  
Priority: Medium  

Relationships (Measure | Outcome/Objective):  
- Measure: Proposal  
- Outcome/Objective: Art studio practices, concepts and theories  

Projected Completion Date: 05/2015

**alumni exhibition as per Fall 2013 action plan**
In March 2014, the UNO-St. Claude gallery hosted an alumni exhibition juried by Professor Rebecca Reynolds. This exhibition was intended to maintain contact with alumni from the graduate program. However, an undergrad alumnu juried exhibition would help maintain contact with that group. This idea has been offered to the faculty and is currently under consideration.

Established in Cycle: 2013-14  
Implementation Status: In-Progress  
Priority: High  

Relationships (Measure | Outcome/Objective):  
- Measure: Exit interview  
- Outcome/Objective: Professional exhibition experience  

**Artist Statement Action plan**
Our action plan consists of creating directed instruction at every level of our curriculum that is related to the production of the artist statement. This requires more attention to contemporary art resources and additional classwork in most fine art classes. This is very important and can be challenging for students who don’t feel comfortable speaking publicly about their work. We have developed specific classes such as professional practice to address this topic.

Established in Cycle: 2013-14  
Implementation Status: Planned  
Priority: High  

Relationships (Measure | Outcome/Objective):  
- Measure: Artist statement  
- Outcome/Objective: Understanding of formal elements, processes, critical issues and historical context of work  

Projected Completion Date: 05/2015

**coherent work target revision**
Faculty will consider revising the target for the production of a coherent body of work. Faculty will continue to mentor and attempt communication with all students in Senior Project, and provide evidence of the wealth of professional development available in the course. Also, faculty will continue to encourage and remind students of this opportunity to express their own ideas about concepts and theories in the art world in their singular visual languages.

Established in Cycle: 2013-14  
Implementation Status: Planned  
Priority: High  

Relationships (Measure | Outcome/Objective):  
- Measure: Proposal  
- Outcome/Objective: Produce coherent body of work  

Projected Completion Date: 05/2015

**continue development**
Faculty will continue to develop the Senior Project course through meetings and discussions of course objectives and requirements. The proposal will be given clear and specific guidelines, and clearly relate to more broad professional applications.

Established in Cycle: 2013-14  
Implementation Status: Planned
Critique Action Plan
We feel that promoting open dialogue throughout the entire department is one of the ways to make it more comfortable for students to speak publicly about their work. We feel that bringing in more outside speakers to the department to give artists talks is one way to show off the diverse world of art. We also want to challenge our students to mimic this format and practice doing artists talks to each other within our student service learning association the VISUAL ARTS LEAGUE. Currently we are developing professional practice classes for just this thing.

Established in Cycle: 2013-14
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Critiques | Outcome/Objective: Art studio practices, concepts and theories
Projected Completion Date: 05/2015

critique development
Faculty will continue to find and implement critique methodologies in studio courses. Students will be encouraged to participate in critiques through opportunities outside the classroom.

Established in Cycle: 2013-14
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Critiques | Outcome/Objective: Art studio practices, concepts and theories
Projected Completion Date: 05/2015

exit interview action plan for making a body of work
In order to build on the steps that we have met for this particular measurement we think that creating a more structured series of faculty evaluations of each students progress would help our students develop a more advanced and cohesive body of work.

Established in Cycle: 2013-14
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Exit interview | Outcome/Objective: Produce coherent body of work
Projected Completion Date: 05/2015

Exit interview action plan for professional experience
Our students meet their targets because of our access to professional galleries. We would like to maintain more of a connection with our students. We would like to create an annual juried alumni show that showcases recent graduating art students. This will help us stay connected to our grads and also give them more avenues to showcase their work.

Established in Cycle: 2013-14
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Exit interview | Outcome/Objective: Professional exhibition experience
Projected Completion Date: 05/2015

Portfolio action plan
Even though the department met its target goal of over 80% percent of students getting C or better in Fine Arts classes. The department feels that we could push up to 90% of students achieving a C or better in all Fine Arts classes.

Established in Cycle: 2013-14
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Portfolio | Outcome/Objective: Art studio practices, concepts and theories

Implementation Description: Providing more instructional support in the classroom in order to make it easier for instructors to meet with students in a more timely fashion.
Projected Completion Date: 04/2015

producing coherent body of work as it relates to the proposal
We would like to push our students to have a deeper understanding of the way the written and spoken description of
their work can affect the way the audience views their work. This requires more experience doing art based writing. Our most recent hire, art historian Rebecca Reynolds has been working to developing writing plans in all of her class offering which are mandatory for studio art majors. These plans will address proposals and the historical importance of being able to navigate a professional setting as an artist. Her contemporary art history classes will require large writing components that will work in conjunction with our new professional practice classes to give our students a broad art historical context for their own personal artwork.

Established in Cycle: 2013-14
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
- Measure: Proposal | Outcome/Objective: Produce coherent body of work

Projected Completion Date: 05/2015

revise exit interview
The faculty have determined that the exit interview in place for Senior Project is lacking. We are in the process of revising the exit interview to better enable student responses to specific issues and questions, and to maintain records of contact for future correspondence.

Established in Cycle: 2013-14
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):
- Measure: Proposal | Outcome/Objective: Produce coherent body of work

Projected Completion Date: 08/2014

revise project description
Art history faculty have revised assignment descriptions to clarify project intents and objectives as well as resources students can find on campus and online to assist in writing. Survey art history courses are focusing on writing now that the ENGL 1158 prerequisite has been removed, which may be one reason students were struggling more with this assignment over the last year.

Established in Cycle: 2013-14
Implementation Status: Finished
Priority: High

Relationships (Measure | Outcome/Objective):
- Measure: Final research paper or exam | Outcome/Objective: Understanding of formal elements, processes, critical issues and historical context of work

Projected Completion Date: 01/2014

Senior Exhibition experience
For the Senior Project Exhibition. We would like it to become more of a learning tool that involves seminars on how to use tools, hanging, framing and lighting. Students will now be expected to conduct their own openings which involves event planning. Assistance will be provided to help students plan their advertising and pay for promotional materials. A final piece would be creating a mandatory internship where students are mentored by artists and craftspeople in their fields. This would bring even more professionalism to the senior project exhibition.

Established in Cycle: 2013-14
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
- Measure: Senior Exhibition | Outcome/Objective: Professional exhibition experience

Projected Completion Date: 05/2015

updated portfolio action plan
Faculty will discuss pushing the target up higher at the end of the next cycle. In the interim, faculty will continue to monitor the progress of students' portfolios.

Established in Cycle: 2013-14
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):
- Measure: Portfolio | Outcome/Objective: Art studio practices, concepts and theories

Projected Completion Date: 05/2015