

Student Learning Outcomes and Program Assessment

List student learning outcomes for each major under review.

We expect graduating students to:

- Articulate informed and ideologically sound ideas about art, both historic and contemporary and connect those ideas to the wider world
- Create artwork that is technically proficient and imbued with meaningful content.
- Demonstrate a general understanding, ability and resourcefulness with a wide range of art media, as well as a deeper understanding of at least one medium such as drawing, painting, sculpture, photography, printmaking, ceramics, digital media, etc.
- Have an openness to ideas other than their own, and a willingness to take risks with their own work.
- Have established regular studio practice, which will hopefully be lifelong. Students will be aware of developing issues in their work, and know how to continue on their own in the pursuit of that vision, with strategies for maintaining self awareness.
- Be familiar with the professional art world, from the perspective of career options, including exhibition venues, graduate and grant opportunities.
- Know how to assemble a professional portfolio.
- Understand the mechanics of setting up a safe and functioning professional studio.

Where are these learning outcomes published? (please specify) Johnson State College 2009-2010 Graduate Catalogue, page 40

What data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination).

In addition to successful completion of all 60 course credits, each student is required to have a one-person thesis exhibition along with a required gallery talk.. The emphasis of the exhibition will be on independent work completed at least 6 months after the final Studio Center residency and the final out of residency packet. The gallery talk is a discourse on the conceptual, ideological and formal issues as evidenced by the art work presented in this culminating exhibition. Students must also produce a set of 20 images of work from their thesis exhibition along with an artist statement and submit this documentation within one month of this M.F.A. thesis exhibition.

Who interprets the evidence? What is the process?

The M.F.A. faculty meets with each M.F.A. Candidate for individual assessment and critique at the site of the thesis exhibition and gallery talk. Faculty also review the student's set of 20 images of work from the thesis exhibition and a copy of their final artist statement.

How are the findings used? Note changes that have been made as a result of using the data/evidence.

File contents are regularly used as examples for both our undergraduate and graduate populations. It is required that our undergraduate B.F.A. students help install thesis exhibitions along side of the exhibiting graduate students. These same students attend all M.F.A. artist talks. In this way the undergraduate population becomes familiar with the professional experience and sophistication which is required in putting together a body of work, a solo exhibition and a gallery talk. We have used examples of excellent artist statement as a rubric for students in both our undergraduate and graduate programs. The images of completed M.F.A. work are often used as teaching examples for undergraduates. Documentation such as exhibition announcements, exhibition plan layout and artist statements are shared with graduating MFA and BFA students to acquaint them with a variety exhibition of possibilities for their own work. We also have an archive of video-taped artist talks for this purpose.

Discuss findings from the dean's most recent interview of students in the major.

As a low residency program, students were not available for this.

List any professional, specialized, State or programmatic accreditations currently held by the institution in relation to the specific program under review (excluding NEASC; if there is no special program accreditation, skip to next section).

There is nothing other than the NEASC.

What is the date of the most recent program accreditation by each listed agency?

Provide summary ("bullet points") of key issues for continuing accreditation identified in accreditation action letter or report.

List key performance indicators as required by agency or selected by program (licensure, board or bar pass rates; employment rates, etc.)

Indicate date and nature of next scheduled review.