College of Visual and Performing Arts

School of Art and Design

Bachelor of Arts

Bachelor of Science

February 7, 2019

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1. Introduction

History: BS option added fall 2016
From curricular proposal rationale:
Major in Art (B.A. or B.S.) Focuses on the study of art, design, and art history in the context of the liberal arts and sciences. The B.A. or the B.S. option enables students to shape their art degree program with advising tracks in Pre-Professional Art Therapy, Integrated Design, Arts Administration or emphasis in Art and Humanities or Arts and Technology. Art majors focus on the acquisition of critical, creative, and analytical thinking skills for examining and solving problems through the arts. The synthesis of art, humanities, and technology prepares students for a wide range of personal and career pursuits informed by teaching and learning about emerging technologies, complex systems, and creative markets, all within a Liberal Arts context.

Introduction of the BA/BS Degree

The Bachelor of Arts and the Bachelor of Science degree program. Degree outcomes are driven by the School of Art Mission, and by the university's objectives for all bachelor's degrees within the institution. Increasingly students enter the School of Art seeking the B.A./B.S. degree. This degree offers the Visual Arts student a broad based, comprehensive experience with a variety of art making disciplines offered within the School of Art and Design and the College of Visual and Performing Arts. It is relevant, efficient and contextual. This Program reflects the impact of the current economy and today students are exposed to interdisciplinary ideas, global thinking, and a quantity of information centered in visual culture.

The B.A./B.S. in Art cultivates creativity, effective habits of analytical thinking, effective communication and proficiency in the production or representation of artistry. This degree. offers multiple and flexible pathways with studio specializations in Drawing, Painting, Printmaking, Metals and Jewelry, Ceramics, Sculpture, Fibers, Photography, and Time Arts. Students will choose an emphasis supported by their interest, practice and understanding of the application of visual art to society. Independent development, with the guidance and insight from faculty, will cultivate a path to connections with professional artistic endeavors.

The Bachelor of Arts and Bachelor of Science has a required Capstone Course, ART 499, which was instigated spring 2017. This course is a culminating academic experience that brings the artistic, creative student achievements into a practical application to future vocational directions. This class connects students with professional practices available from various NIU resources such as Career and Media Services. Students write a statement of intension, mission, artist statement, thesis paper, and develop a profession quality portfolio with a resume guided by Career Services. Through the organization of the Capstone Thesis Exhibition students learn to work with city organizations, market and curate a group show. The Capstone is a primary means of evaluating the success of the program.

The Capstone acts as an indicator for areas to improve the B.A./B.S. Program. 100% of the students taking this course have celebrated the benefits yet wish they had the professional practices offered earlier. This is available through Career Services, University 101, ART 105 [Art and Visual Professions] and potentially University 102.

2. Student Learning Outcomes (SLOs) currently listed

1. Demonstrate a basic knowledge of art history.

2. Possess a basic understanding of the unique contributions of art to human cultures.

3. Demonstrate basic art making proficiency in at least one art or design specialization using contemporary and/or traditional technologies.

4. Understand the ethical and cultural values inherent in personal artwork and be able to justify personal artistic choices exercised in its production.

5. Use research to contextualize personal artistic production in relation to other artists and cultures working with similar ideas.

Student Learning Outcomes (SLOs) noted in this report

1. Possess a working knowledge of history, the unique contributions of art to human and current issues facing the art professions

2. Understand the ethical and cultural values inherent in personal artwork and be able to justify personal artistic choices exercised in its production.

3. Demonstrate personal motivations and the capacity to develop ideas with commitment

4. Demonstrate basic understanding of business practices related to career opportunities in art and/or design

5. Demonstrate competences in at least one fine art specialization using contemporary and/or traditional technologies

6. Be able to create convincing visual statements demonstrating insight into the relationship between concepts and visual form

7. Use research to effectively contextualize personal artistic production in relation to other artists and cultures working with similar ideas

3. Program-by-Baccalaureate Student Learning Outcomes Matrix

Program Student Learning Outcome	Baccalaureate Student Learning Outcomes							
	A. Global inter-connections and inter-dependencies	B. Intercultural competencies	C. Analyze human life and natural world inter-connections	D. Critical, creative, and independent thought	E. Communicate clearly and effectively	F. Collaborate with others	G. Quantitative and qualitative reasoning	H. Apply knowledge/ skills creatively
1. Possess a working knowledge of history, the unique contributions of art to human cultures and current issues facing the art professions	M	M		S	M			S
2. Understand the ethical and cultural values inherent in personal artwork and be able to justify personal artistic choices exercised in its production.	S	S	S	S	S	M		S
3. Demonstrate personal motivations and the capacity to develop ideas with commitment			M	S	S	S	M	M

Program Student Learning Outcome	Baccalaureate Student Learning Outcomes							
	A. Global inter-connections and inter-dependencies	B. Intercultural competencies	C. Analyze human life and natural world inter-connections	D. Critical, creative, and independent thought	E. Communicate clearly and effectively	F. Collaborate with others	G. Quantitative and qualitative reasoning	H. Apply knowledge/ skills creatively
4. Demonstrate basic understanding of business practices related to career opportunities in art and/or design			M	M	S	M		M
5. Demonstrate competences in at least one fine art specialization using contemporary and/or traditional technologies	M	M	M	S	S	M	M	S

Program Student Learning Outcome	Baccalaureate Student Learning Outcomes							
	A. Global inter-connections and inter-dependencies	B. Intercultural competencies	C. Analyze human life and natural world inter-connections	D. Critical, creative, and independent thought	E. Communicate clearly and effectively	F. Collaborate with others	G. Quantitative and qualitative reasoning	H. Apply knowledge/ skills creatively
6. Be able to create convincing visual statements demonstrating insight into the relationship between concepts and visual form				S	S			S
7. Use research to effectively contextualize personal artistic production in relation to other artists and cultures working with similar ideas	S	M	M	S	S	M	M	S

Note. Gauge whether each program outcome strongly supports (S), moderately supports (M), or doesn't support (leave blank) each baccalaureate learning outcome

4. Curriculum Map

Course	Program Student Learning Outcomes						
	1.Understanding of contemporary and historical art context and relevance	2. Integration of ethics and values to personal practice	3. Motivation, ideation and commitment	4. Business practices related to artistic vocation	5. Competences in minimally one area of creative practice	6. Create Visual expression with a relation to content and form	7.ability to research concepts in relation to culture and other artists
ART 100	B	B	B		B	B	B
ART 101	B	B	D		D	D	D
ART 102	B	B	B		B	B	B
ART 103	B	B	D		B	D	D
ARTS 200	D	D	D		D	D	D
ARTH 282	B						B
ARTH 292	D						D
ART 499	P	P	P	D	P	P	P
Note. Course supports the outcome at the B=beginning, D=developing, or P=proficient level.							

5. Assessment Methods

Assessment Method	Explanation					
	Description	Student-Level Achievement [a]	Program-Level Target [b]	When Data Will be Collected	Person Responsible	SLOs
Foundations Progress Review All students interested in continuation in the BA or the BFA degree program in Studio must complete a sequence of coursework in Foundation classes.	In each of the four Foundations classes students will receive feedback through critique of work, reflective journaling and portfolio presentation. Foundations Showcase overall assessment of student work for the academic year: Demonstration of: • Skills in technique, use of materials • Ideation and content • Beginning understanding of cultural context	Students will meet the learning outcomes quantitatively and qualitatively at better than 80% on the evaluated work	85% of the students demonstrate a meaningful ability to visually create and express their ideas. Students will be capable of identifying specific areas of practice they connect with their values and interest	During the last week of Spring semester	Course instructor	1, 3,5,6

Assessment Method	Explanation					
	Description	Student-Level Achievement [a]	Program-Level Target [b]	When Data Will be Collected	Person Responsible	SLOs
Exam Question ARTH 282	Need to Pull for BA Art History Assessment	Need to Pull for BA Art History Assessment	Need to Pull for BA Art History Assessment	Fall and Spring	Art History Division	1
Essay, ARTH 292	Need to Pull for BA Art History Assessment	Need to Pull for BA Art History Assessment	Need to Pull for BA Art History Assessment	Fall and Spring	Art History Division Head	7

Assessment Method	Explanation					
	Description	Student-Level Achievement [a]	Program-Level Target [b]	When Data Will be Collected	Person Responsible	SLOs
Pre-test and post-test through project assessment at beginning of ARTS 200 and end of ARTS 200	project assessment	Evidence of formative improvement	80% demonstrate formative improvement	Fall and Spring semester	Course instructor	SLO's 2,3, 5
Capstone Thesis Class, ART 499 Production of a Capstone Exhibition Written Thesis Professional Portfolio Digital portfolio	This course takes the accumulation of practice and assembles it into a professional package. Students examine their intension through personal values and intension producing a body of work that represents their best visual expression. Written documentation, and an online	Students will meet the learning outcomes quantitatively and qualitatively at better than 80% on the evaluated work	100%	Spring	Instructor	2, 3, 4, 5
Alumni Survey	Survey question: Employment	NA	85% job placement	Annual, 1 and 3 year survey	Institutional Effectiveness	4,5
Note. [a] Student-level target is the score or performance an individual student must demonstrate to say the student met the student learning outcome. [b] Program-level target is the percent of all students that must demonstrate they meet the student learning outcome.						

ASSESSMENT METHODS-BY-OUTCOMES MATRIX

Assessment Method	Program Student Learning Outcome						
	1. Understanding of contemporary and historical art context and relevance	2 . Integration of ethics and values to personal practice	3. Motivation, ideation and commitment	4. Business practices related to artistic vocation	5. Competences in minimally one area of creative practice	6. Create Visual expression with a relation to content and form	7.ability to research concepts in relation to culture and other artists
First Year Composition Assignment	F, D						F, D
Exam Questions ARTH282	F. D						
Essay ARTH 2923	F, D						F, D
Pre and Post-test in ARTS 200		F, D	F, D		F,D		
Culminating Capstone Exhibit	S, D	S, D				S, D	S, D
Portfolio Documentation							

Assessment Method	Program Student Learning Outcome						
	1. Understanding of contemporary and historical art context and relevance	2 . Integration of ethics and values to personal practice	3. Motivation, ideation and commitment	4. Business practices related to artistic vocation	5. Competences in minimally one area of creative practice	6. Create Visual expression with a relation to content and form	7.ability to research concepts in relation to culture and other artists
Alumni Survey	S, I	S, I	S, I	S, I	S, I	S, I	S, I
Note. F=formative assessment, S=summative assessment, D=direct assessment, and I=indirect assessment. See the paragraph above for an explanation of each type of assessment.							