



WILLIAM WOODS
UNIVERSITY

Art BA Annual Assessment 2023-2024

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Annual Assessment 2023-2024

Art BA

Program Profile

Program Mission Statement

Please insert your program mission statement here

The Bachelor of Arts program prepares students for both professional and higher educational opportunities in the art world. BA students gain a solid foundation in a variety of art processes and techniques, along with an understanding of the arts from both an historical and a cultural perspective. Students have the opportunity to combine this major with specific minors (such as education, business, psychology, or art therapy), to achieve versatility and marketability. Students select one of three areas of concentration: graphic design, photography, or studio art.

Program Data

Delivery Method

Traditional On Campus (selected)
Online
Hybrid

Students Majors 2023-2024

12

Student Majors 2022-2023

13

Student Minors 2023-2024

7

Student Minors 2022-2023

6

Concentrations 2023-2024

If your program contains concentrations, please list the concentrations and the number of students identified within each concentration.

- 7 Graphic Design
- 5 Photography
- 0 Studio Art

Concentrations 2022-2023

If your program contains concentrations, please list the concentrations and the number of students identified with each concentration.

- 4 Graphic Design
- 1 Photography
- 0 Studio Art
- 1 Undecided

Student Demographics

What are the program goals for student retention, persistence, and degree completion? What do the persistence numbers mean to the faculty in the program? Are the persistence numbers what the program expected? If not, how could the numbers improve?

Over several years prior to this, we saw a drop in student numbers across the board in our program. However, our numbers are starting to increase. During the 2023-2024 year, we saw an increase in student enrollment. We had a handful of students underperform academically this school year and anticipate a couple of those students taking a break from college.

Historically, we have found that weaker students do not continue in the program. We also noticed that it was hard to retain students who wanted a program with more rigor. One goal we had for this program is to provide a balance - to give the stronger students a rich learning environment while still providing opportunities for the weaker students to succeed and thrive. We have determined that we have been doing well in that area.

We strive for continued growth through our recruitment, attention to the individual needs of each student, and maintaining current teaching content/practices. Also, many of our classes are at 1/2 capacity, so we could handle many more students without having to create extra sections. We also anticipate that larger classes will help with retention.

Optimal Enrollment

Considering current human and physical resources, what is the optimal enrollment for the program?

50

Is the Program Externally Accredited

Yes

No (selected)

External Accreditation

Name the Accrediting Agency or entity including the last review/approval. Is there an accrediting body for the field of study? If yes, what is the name of the group. Is the program seeking accreditation? If no, why?

The art faculty researched the pros and cons of NASAD (National Association of Schools of Art and Design) accreditation and determined that it was currently not worth the time and cost to our program.

Admissions and Marketing Materials

Reflect on the current marketing materials used for the program. Please attach screen shots of the website or any material you are referencing in this section. What changes, if any, should be made to the material? Are there recommendations on how to modify the current material?

The WWU marketing department has developed a new print flyer to reflect the changes to our program, see the attached flyer and booklet cover. The booklet has 16 pages and details all that the Art Department has to offer. The WWU website has been updated to reflect curriculum changes to the BA and BFA degrees. It now includes information about each concentration area - graphic design, photography, and studio
art: https://www.williamwoods.edu/academics/undergraduate/programs_and_degrees/art/index.html

The Art Department also has an Instagram account: [instagram.com/williamwoodsart](https://www.instagram.com/williamwoodsart) and a Facebook page: <https://www.facebook.com/William-Woods-Art-Department-100764661827025>

The department has just added a Minor in Graphic Design so next year we will need updated marketing materials to include that.

Marketing Material

Promotional_Flyer_Front.jpg

Promotional_Flyer_Back.jpg

Promotional_Booklet__16_pages_Cover.jpg

Program Assessment

Standard/Outcome

Identifier	Description
WWU2021.1	Knowledge and Scholarship: Demonstrate current knowledge and educational expertise in an academic or professional discipline engaging students in the process of academic discovery.

Additional Standards/Outcomes

Identifier	Description
ART 2020.1	Recognize the elements and principles of design in your own and others' artworks. Demonstrate an understanding of these elements and principles in a variety of media.
ART 2020.2	Produce a body of visual artworks demonstrating knowledge of processes and techniques relevant to a variety of art forms.
ART 2020.3	Identify and articulate the significance of major periods and works; in the history of art, and from various times and cultures.
ART 2020.4	Demonstrate critical analysis applied to your own artwork, and to that of others, using the appropriate artistic language.
ART 2020.5	Demonstrate the systematic development of an aesthetic philosophy and original vision.
ART 2020.6 BA	Reflect on the relationship of art to other disciplines; in both historical and cultural contexts.

Alignment to the Institutional Objectives

Please discuss the Program alignment to the Institutional Objectives. Specific evidence is not to be uploaded, but discussion is expected of the assignment, and intentionality of how the objective is met with program curriculum.

William Woods University promotes a student-centered learning environment valuing inclusion, creativity, and intellectual inquiry. Focused on professions-oriented education, we prepare learners for success.

Knowledge and Scholarship: Demonstrate current knowledge and educational expertise in an academic or professional discipline engaging students in the process of academic discovery.

Coursework is designed to develop the following: tangible skills using physical and digital tools (such as Adobe Creative Cloud), traditional studio practice, and methods of planning for and creating art. Studio classes prepare students for a creative profession by mirroring industry standards. The overarching goal is for students to familiarize themselves with the art terminology and techniques, and to use the art program as a foundation for their future careers, such as advanced training in graduate programs (such as museum studies and art therapy), and for employment in graphic design-related fields, professional photography industry, and museums. The Art Department curriculum makes connections between course content, contemporary culture, student experiences, and other disciplines.

Inclusion: Provide and maintain a welcoming campus community to all stakeholders. Representing the university by exhibiting values and behaviors that address self-respect and respect for others, and enable success and participation in the larger society.

The program emphasizes the importance of linking the appropriate use of materials with an understanding of conceptual and societal issues, and an ability to view art from an historical context. Students in Art Foundations have a unit in art ethics where we have discussions on the ethics of art materials, cultural sensitivity, and appropriation/copyright.

Creativity: Foster open-mindedness, a rigorous exchange of ideas, and experimentation by providing a supportive and engaging campus community.

Art courses are offered in a variety of media, which ultimately provide wide-ranging perspectives and methods. Content emphasizes critical and creative ways to learning.

Intellectual Inquiry: Cultivate a desire for continued learning and curiosity both within and beyond formal education.

Another important goal is to assist students in becoming readers of the dynamic visual world in their lives, as well as to encourage interdisciplinary and creative avenues to learning in all disciplines. Students are encouraged to connect their experience, interests, and other fields of study with their studio practice. Students apply both theory and practical approaches in their work through traditional and unconventional learning formats beyond their formal education.

Institutional_objectives_2.docx

General Education Alignment to Program

How do the General Education criteria align with Program Objectives? What courses within the program build upon skills learned from general education courses (please list the program course and the general education criteria)?

Critical Analysis: Students apply logical and analytical reasoning skills to diverse source materials in the interest of discerning and debating aesthetic, thematic, and ethical content.

ART 326 Photographic Lighting and Editing

Students are given a list of art historical movements. From those movements students conduct solo research and give a presentation on the concepts, ideas, and aesthetics of that movement, then they are challenged to create their own lighting and editing project inspired by the materials they learned about their chosen art movement.

Creative Expression: Students develop the ability to express ideas and concepts, both logically and creatively, through written, oral, reflective, and aesthetic practices utilizing various media forms.

All studio art courses focus on creative expression, and the following is an example:

ART 202 Fundamentals of Graphic Design

In this course, students must research designers, and design styles significant to art history and replicate them within their own design while integrating their own voice into this art historical aesthetic.

Quantitative Inquiry: Students will develop and practice quantitative problem-solving skills in order to analyze and critically evaluate information in a larger context.

Art students use math frequently in size relationships and proportions for compositional balance and unity. For example, students use quantitative skills when creating portrait busts in ART 109 Sculpture I. Students in Intro to Photography must understand the relationship between three moving exposure elements and balance them according to the reciprocity scales to create an objectively accurate exposure. Students in Publication Design & Packaging Design must understand the mathematical proportion of the products and containers they are designing for.

Society and the Individual: Students integrate knowledge to articulate an understanding of diverse cultures, historical contexts, and human behaviors.

ART 230: Art History: Prehistory to Renaissance

ART 231: Art History: Renaissance to Today

In these courses, students write research papers and give oral reports on related topics related to society and the individual, in an historical context.

Our student work and the visiting artists' exhibits in our gallery along with LEAD events in the arts help expand non-art students' comprehension of their place in the world as well.

NSSE Objectives Discussed Spring 2022

Program Alignment to NSSE Objectives

Faculty discussed the most recent NSSE results in spring of 2022 and identified universal objectives for all academic content. Please articulate what the program is doing to further students' knowledge and skills in the following areas: 1C- Explained course material to one or more students; 2E - Tried to better understand someone else's view by imagining how an issues looks from his/her perspective; 4C-Analyzing an idea, experience, or line of reasoning in depth by examining its parts; 4D- Evaluating a point of view, decision, or information source. Please describe the activities used and the impact

on student learning.

Photography Concentration (Krista Frohling)

Art Foundations:

NESSE Objective: 4C: Analyzing an idea, experience, or line of reasoning in depth by examining its parts.

Students in art foundations are taught the pieces of a formal critical analysis. As part of that analysis students identify the formal elements of design that make up the art piece. Once the elements are analyzed and recognized, the students apply the principles of design to their analyzed art work. The principles of design are then recognized and discussed in relationship to the elements of design used in the piece. Once the objective pieces of the art work are discussed, students write an analysis on the conceptual understandings of the art work taking into consideration the context and use of the elements and principles of design. Finally, students are asked to evaluate the success of the art work by recognizing their own personal aesthetic tastes and the impact the piece had upon the art historical canon. Students are then asked to present their findings to the class and discuss their own formal art analysis critique.

Intro to Photography:

NSSE Objective: 4D: Evaluating a point of view, decision, or information source.

Students participate in a Photo History unit where they examine the variety of applications photography has been historically applied. Then students are asked to choose a photographer they found inspirational and take up their point of view for the week. Students conduct research, evaluate and discuss their photographer. Once they have developed an understanding of their photographer's application, theory, and aesthetic within the photo historical canon, they then create their own photographic project with their chosen, researched photographer in mind. This project allows students the opportunity to look at the photo historical traditions within the art community and apply a specific point of view to their own photographs for the week.

Studio Art Concentration (John Selburg)

4D. Upon the completion of an artwork, the art student is required to exhibit their artwork and present their choice of concepts, content, and goals for that artwork. The other students in the class are all required to evaluate the artwork, pointing out where the artwork is successful in achieving the artist's goals and how to improve the artwork to reach the artist's goals.

Studio Art Concentration (Valerie Wedel)

NSSE Objective: 2E - Tried to better understand someone else's view by imagining how an issues looks from his/her perspective

In ART 231 Art History: Renaissance to Today, students are exposed to content driven by art practitioners within various cultures. For example, students watch interviews with artists in their own studios around the globe, such as El Anatsui, a Ghanaian sculptor.

Graphic Design (Lisa Simms)

2E - Tried to better understand someone else's view by imagining how an issues looks from his/her perspective

Fundamentals of Graphic Design

Students research designers within the art historical canon and choose an artist to influence their design project. In this research they are expected to investigate the historical and personal context that the artist worked within and how this influenced their particular design sense.

4C-Analyzing an idea, experience, or line of reasoning in depth by examining its parts;

Packaging Design

Students are randomly assigned an art historical design style and a product and are tasked with creating a packaging project influenced by these ideas. They are also tasked with creating an analysis paper of this project where they must elaborate on how successful or unsuccessful their design style was integrated with their product.

Curriculum Map

A - Assessed
 R - Reinforced
 I - Introduced
 M - Master

Art BA Curriculum Map

	ART 103	ART 109	ART 110	ART 117	ART 123	ART 140	ART 202
ART 2020.1 Recognize the elements and principles of design in your own and others' artworks. Demonstrate an understanding of these elements and principles in a variety of media.	I	I	I	I	I	I	I
ART 2020.2 Produce a body of visual artworks demonstrating knowledge of processes and techniques relevant to a variety of art forms.	I	I	I	I	I	I	I
ART 2020.3 Identify and articulate the significance of major periods and works; in the history of art, and from various times and cultures.	I	I	I	I	I	I	I
ART 2020.4 Demonstrate critical analysis applied to your own artwork, and to that of others, using the appropriate artistic language.	I	I	I	I	I	I	I
ART 2020.5 Demonstrate the systematic development of an aesthetic philosophy and original vision.	I	I			I	I	I
ART 2020.6 BA Reflect on the relationship of art to other disciplines; in both historical and cultural contexts.	I	I	I	I	I	I	I

	ART 211	ART 230	ART 231	ART 256	ART 326	ART 327	ART 332	ART 346
ART 2020.1 Recognize the elements and principles of design in your own and others' artworks. Demonstrate an understanding of these elements and principles in a variety of media.	I	I	I	I	R	R	R	R
ART 2020.2 Produce a body of visual artworks demonstrating knowledge of processes and techniques relevant to a variety of art forms.	I			I	R	R	R	R
ART 2020.3 Identify and articulate the significance of major periods and works; in the history of art, and from various times and cultures.	I	I	I	I	R	R	R	R
ART 2020.4 Demonstrate critical analysis applied to your own artwork, and to that of others, using the appropriate artistic language.	I	I	I	I	R	R	R	R
ART 2020.5 Demonstrate the systematic development of an aesthetic philosophy and original vision.				I	R	R	R	R
ART 2020.6 BA Reflect on the relationship of art to other disciplines; in both historical and cultural contexts.	I	I	I	I	R	R	R	R

	ART 350	ART 416	ART 430	ART 450	ART 470	ART 453	SPR
ART 2020.1 Recognize the elements and principles of design in your own and others' artworks. Demonstrate an understanding of these elements and principles in a variety of media.	R	M	M	M	M, A	M	A
ART 2020.2 Produce a body of visual artworks demonstrating knowledge of processes and techniques relevant to a variety of art forms.	R	M	M	M	M, A	M	A
ART 2020.3 Identify and articulate the significance of major periods and works; in the history of art, and from various times and cultures.	R	M	M	M	M, A	M	A
ART 2020.4 Demonstrate critical analysis applied to your own artwork, and to that of others, using the appropriate artistic language.	R	M	M	M	M, A	M	A
ART 2020.5 Demonstrate the systematic development of an aesthetic philosophy and original vision.	R	M	M	M	M, A	M	A
ART 2020.6 BA Reflect on the relationship of art to other disciplines; in both historical and cultural contexts.	R	M	M	M	M, A	M	A

Changes to Curriculum

Are there any changes made to the curriculum map for this academic year? If so, please describe the program changes made along with the rationale for why and the impact the change should have on student learning?

None

Assessment Findings

Assessment Findings for the Assessment Measure level for Art BA Curriculum Map

Standard/Outcome				
ART 2020.1 Recognize the elements and principles of design in your own and others' artworks. Demonstrate an understanding of these elements and principles in a variety of media.				
Assessment Measures				
ART 470				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Gallery Exhibit	Has the criterion 100 % BA students should be evaluated as either proficient or advanced in this objective been met yet? Met			
SPR				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion Assessment Day-portfolio review: 100% of Seniors are expected to rank as proficient or advanced. 100% Juniors are expected to rank as developing or proficient. 100% Sophomores are expected to score at novice or developing been met yet? Not met	All but one transfer student met the criterion.		

Standard/Outcome				
ART 2020.2 Produce a body of visual artworks demonstrating knowledge of processes and techniques relevant to a variety of art forms.				
Assessment Measures				
ART 470				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Gallery Exhibit	Has the criterion 100 % BA students should be evaluated as either proficient or advanced in this objective been met yet? Met			
SPR				

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion Assessment Day-portfolio review: 100% of Seniors are expected to rank as proficient or advanced. 100% Juniors are expected to rank as developing or proficient. 100% Sophomores are expected to score at novice or developing been met yet? Not met	All but one transfer student met the criterion.		

Standard/Outcome				
ART 2020.3 Identify and articulate the significance of major periods and works; in the history of art, and from various times and cultures.				
Assessment Measures				
ART 470				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Gallery Exhibit	Has the criterion 100 % BA students should be evaluated as either proficient or advanced in this objective been met yet? Met			
SPR				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion Assessment Day-portfolio review: 100% of Seniors are expected to rank as proficient or advanced. 100% Juniors are expected to rank as developing or proficient. 100% Sophomores are expected to score at novice or developing been met yet? Not met	All but one transfer student met the criterion.		

Standard/Outcome				
ART 2020.4 Demonstrate critical analysis applied to your own artwork, and to that of others, using the appropriate artistic language.				
Assessment Measures				

ART 470				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Gallery Exhibit	Has the criterion 100 % BA students should be evaluated as either proficient or advanced in this objective been met yet? Met			

SPR				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion Assessment Day-portfolio review: 100% of Seniors are expected to rank as proficient or advanced. 100% Juniors are expected to rank as developing or proficient. 100% Sophomores are expected to score at novice or developing been met yet? Not met	All but one transfer student met the criterion.		

Standard/Outcome				
ART 2020.5 Demonstrate the systematic development of an aesthetic philosophy and original vision.				
Assessment Measures				
ART 470				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Gallery Exhibit	Has the criterion 100 % BA students should be evaluated as either proficient or advanced in this objective been met yet? Met			
SPR				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion Assessment Day-portfolio review: 100% of Seniors are expected to rank as proficient or advanced. 100% Juniors are expected to rank as developing or proficient. 100% Sophomores are expected to score at novice or developing been met yet? Not met	All but one transfer student met the criterion.		

Standard/Outcome

ART 2020.6 BA Reflect on the relationship of art to other disciplines; in both historical and cultural contexts.

Assessment Measures

ART 470				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Gallery Exhibit	Has the criterion 100 % BA students should be evaluated as either proficient or advanced in this objective been met yet? Met			

SPR				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion Assessment Day-portfolio review: 100% of Seniors are expected to rank as proficient or advanced. 100% Juniors are expected to rank as developing or proficient. 100% Sophomores are expected to score at novice or developing been met yet? Not met	All but one transfer student met the criterion.		

Analysis of the Assessment Process

Describe your assessment process; clearly articulate how the program uses coursework and or Student Performance Review for program wide assessment. Note any changes that occurred to the process since the previous year. Discuss what activities were successful and which ones were not as helpful and why. Please include who met to discuss the changes (unless you are a program of one person) and when you met. – Include a discussion on the process for collection and analysis of program data.

During the spring semester there is a 1-day portfolio review process. Students select their best work from the past year and present it to faculty and outside evaluators. Art faculty brings in two qualified professionals as external evaluators who enjoy the process and are invested in our program. Students have voiced their appreciation of this process, especially feedback of the external assessors. This process is also a big motivator for students to show their best work and practice talking about their work and is extremely beneficial to the program assessment process. Evaluators and faculty rate the student according to the rubric, with the link in the #7 Program Activities section. This data is reviewed by art faculty and the feedback is given back to the individual students during advising. Faculty discuss the overall findings at the end of the year as well as the actual assessment procedures.

Most students share projects created as coursework at WWU. In the 23-24 academic year we used Google Drive and Google Forms to organize presentations and complete/compile rubrics. This year the entire process was on ground. We had 2 outside reviewers. All the decisions were made as a collective group - Krista Frohling, John Selburg, Lisa Simms, and Valerie Wedel

The Art Department's freshmen, sophomores, juniors, and seniors present their work for Performance Reviews.

Below are the average 2024 Performance Review scores for each of the 6 program objectives for the eleven BA students who participated. The numbers correspond to a rating of 1-10 with the breakdown as such: Advanced (9-10), Proficient (7-8), Developing (4-6), Novice (1-3). It should be understood that the more advanced a student is in the program, the higher their scores are expected to be.

Program Objective #1: 7.9

Program Objective #2: 8.01

Program Objective #3: 7

Program Objective #4: 7.52

Program Objective #5: 8.46

Program Objective #6: 7.3

See section #7 of this report for an analysis of these scores.

Improvement Narrative List

Assessment Findings for the Assessment Measure level

No improvement narratives have been added.

Program Activities

Student Performance Review

Describe the department Student Performance Review activities if not already articulated. Please describe the nature of the assessments conducted as well as the process of assessment happening on these two days. Include the schedule of assessment day for your program. What does the data and outcomes tell you? What changes will you make as a result of the data? What areas are successful for the program?

Portfolios are used for assessment and evaluation purposes. The assessment process allows the department as a whole, and the student to work toward the most professional and highest quality outcomes possible. This year, BA and BFA students shared digital portfolios, physical artworks, and artist statements in an on-ground format. On their scheduled day, students shared a 5-10-minute presentation followed by 10-15 minutes of Q&A with faculty and two outside evaluators. Overall, we were happy with the scheduling and format of on ground presentations.

Here is the evaluation form: <https://forms.gle/qK8YCEEPzygkoX8A>

The BA scores overall were higher in the 2023-2024 year. We had a large new group of freshmen, but they were extremely high performing. The numbers correspond to a rating of 1-10 with the breakdown as such: Advanced (9-10), Proficient (7-8), Developing (4-6), Novice (1-3). It should be understood that the more advanced a student is in the program, the higher their scores are expected to be.

The lowest score is consistently, "**ART 2020.3** Identify and articulate the significance of major periods and works; in the history of art, and from various times and cultures." This has traditionally been a lower scoring objective in our program. We suspect one reason for this is that our students are more interested in the applications of art, especially in a design context, than in the history of art. Our department will continue to stress the importance of knowledge in art history.

Student Performance Review Schedule

Upload the program schedule for students during Performance Reviews.

Student_Performance_Reviews_2024.pdf

Senior Showcase/Symposium

Describe program activities used to highlight Senior achievement. What benefit does the program gain from the activities? What if any assessment of students happens during this event?

Senior exhibition in Cox Gallery

For the 2024 Senior Showcase, the faculty assessed the work in the exhibition (in gallery), artist statements. Below are the average Senior Showcase scores for each of the 6 program objectives for the 2 BA seniors. The numbers correspond to a rating of 1-10 with the breakdown as such: Advanced (9-10), Proficient (7-8), Developing (4-6), Novice (1-3). It should be understood that as seniors, they are expected to score in the 9-10 range. We used this Google form for assessment of all seniors in the Art Department: <https://forms.gle/NL1VSF4DSpPrpo8Q8>

Program Objective #1: 8.88

Program Objective #2: 9.13

Program Objective #3: 8.5

Program Objective #4: 8.75

Program Objective #5: 8.63

Program Objective #6: 9

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Tools used for Assessment

Upload rubrics or other Assessment based tools used by the program that are important to the assessment process.

Service Learning

Does the Program include projects/ course content that uses the philosophy of service learning?

Yes (selected)

No

Service Learning Component

If so, how is service learning infused in the coursework within your department? Is service or community engagement in the program mission? Describe the Service Learning Activities that your students and department engaged in this past year. How did the activities improve student learning? How did the activities benefit the community?

In the online program only: In ART 105 Basic Design-online, students participated in a service-learning project that integrated the principles and elements of design with a project that benefited another person and/or the community at large. One student created cards for nursing homes, integrating color theory and abstraction. Another student coordinated an event that brought together the community in creating puppy toys out of upcycled/donated t-shirts and integrated texture and 3D design.

ART 317 Introduction to Art Therapy - The students were required to add a service learning component to their final. Some students conducted activities with other students on campus, others worked in the greater community with elementary students or retirement communities. The activities vary but were all related to case studies in their textbook. Linked here is evidence of some of these final projects. Linked here is the assignment description.

The activities improved student learning by engaging them further in the topics and allowing them to step into the shoes of a new art therapist. The activities benefitted the WWU community and greater mid-mo community by engaging participants in activities, discourse and materials they would not have otherwise encountered.

Co-Curricular and LEAD Events

Describe Co-Curricular and LEAD events sponsored by program faculty. This includes LEAD and other events meant to engage students and foster learning outside of the classroom.

John Selburg:

LEAD Gallery Exhibition: Senior Exhibition, Spring 2024

LEAD Gallery Exhibition: The Upshaws County Line: An American Family, Richard Orton, Spring 2024

LEAD Gallery Exhibition: Community Canvas, All-University Art Exhibition, Fall 2023

LEAD Gallery Exhibition: A Days Walk, Ann E. Coulter, Fall 2023

LEAD Gallery Exhibition: Doxa: Revisited, Eric Ordway, Summer and Fall 2023

LEAD Gallery Event: Student Discussion with Artist Richard Orton, Spring 2024

LEAD Gallery Event: Richard Orton Lecture, Spring 2024

LEAD Gallery Event: Black History Month, Hip Hop Themed Sip and Paint with DEI Director Stephanie Washington, Spring 2024

Krista Frohling:

Department Work:

- Kyla Medina Guest Speaker- November 2023
- Tommy Holstein Guest Speaker- November 2023
- Recruitment Meeting at Jefferson College_ January 2024
- Art Competition Coordinator - January 2024
- Coloring Book Coordinator- January 2024
- Jackson, MO Eclipse Field Trip interdisciplinary trip with Astronomy- April 2024
- ART Club, Art Sale- April 2024
- Presenter at Omicron Delta Kappa Conference, Art and Leadership - April 2024
- Donated Art to the Art Club 2nd Annual Art Sale
- LEAD EVENT- Photography Hike- November 2023
- LEAD EVENT- Spread the Love - February 2024
- LEAD EVENT- CO Sponsor Tie Dye Campus_April2024
- LEAD EVENT- Symposium, Photography Presentations
- DEI Discussion x2 - Fall 2023
- Field Trip Coordinator to Kansas City- October 2023
- Field Trip Attendee to Fayetteville, AR- March 2024
- SPE Conference - March 2024
- Graduate MA Art History Visual Culture - May 2024

Lisa Simms

LEAD Event: A Penny Saved play 9/21/23, 9/22/23. 9/23/23

LEAD Event: Hoot & A Half Improv performances 9/21/23, 9/22/23, 9/23/23, 11/30/23, 2/28/24, 3/15/24, 4/10/24

Department Work

- Donated art piece to the Art Club Art Sale on 4/04/2024
- Attended a field trip to Kansas City, MO on 10/2023 organized by professor Frohling
- Planned two day field trip to Crystal Bridges museum in Bentonville, AR 3/29/24-3/20/24
- Recieved faculty appreciation award from Delta Gamma sorority 3/16/24
- Meeting with prospective students, the name of the students and date of meeting are below

Corunna Miller- 10/23/23

Sam Kliethermes- 11/1/23

Zack Wood- 11/20/23

Kimarhri Wilkins- 01/24/24

Ben Bujnak- 2/19/24

Easton Haslag- 4/1/24

Aden Edebal-4/29/24

- Aided in the creation of the William Woods Coloring Book with Professor Frohling and the Art Club
- Acquired one outside evaluator for 2023/2024 Art Program Performance Reviews MFA Candidate Erin Drake
- William Woods Art Department Instagram/Facebook
- Aided with Senior Show *Evolve*

Valerie Wedel

- Organized the Art Department Picnic (attendance – around 35), August 30, 2023
- Attended all Cox Gallery opening receptions and LEAD events
- Art Department Field Trip to Kansas City – The Nelson Adkins Museum, The Kemper Museum, and the Crossroads Arts District. Organized by Krista Frohling, I chaperoned the students on the van ride to and from Kansas City. Friday, November 3, 2023

- LEAD event – Raku Firing Workshop – students participated in a raku firing and were able to take home a small, fired bowl. November 27, 2023
- "Movement in Bronze" by the famous sculptor, Harry Weber – Organized by Gayle Lampe. I watched Mr. Weber's presentation and then had dinner with him, along with a group of students and other faculty. Afterwards I gave Mr. Weber and his wife a tour of Cox Gallery. Two of our students gave him an impromptu presentation of their artworks in the current exhibition. November 29, 2023
- Driver for two-day field trip (7 students and 3 faculty) to Crystal Bridges Museum of American Art and the Momentary Museum, March 29-30, 2024.

Student Accomplishments

Highlight special examples of student successes in the field (academic: mentor-mentee, conference presentations, competitive internship, journal acceptance; extra-curricular: horse show championship, art exhibit). This is for any accomplishment a student achieved outside of course work or the normal expectation of student success.

Kelsey Evans - Distinguished Scholar in Art

Summer "Soup" Richardson - Outstanding Student Award (a campus-wide award)

Caleb Hayes, Aiden Tipton, Grace Williams, Cheyanne Willis, and Amelia Thompson – Participated in the Research and Creative Studies Symposium, presenting their photography portfolios. Grace Williams presented her Photography History research on Horst P. Horst.

Runa Valeri - Cox Research Scholar for "Simulated or Real Data - Which is Better for Virtual Astronomical Learning?" with Dr. Sean Baldrige, Physics Professor

Amelia Thompson, Caleb Hayes and Aden Tipton - WWU Marketing Dept. photographers

Alumni Accomplishments

Please highlight special examples of any successes of recently graduated alumni (acceptance or graduation graduate school, employment or professional milestones).

Jack Brix- Promoted Assistant Editor of Jefferson City Magazine

Megan Vomund- Graphic Designer working at women led, international Hoot Design Company

Alexis King (Willingham) - Landed a Photography and Ceramics teaching position at Ogden High School in Ogden, Utah

Laken Kinstler- Graphic Designer at Gasconade County Republic Newspaper

Rosemary Lenz - has a solo art exhibition in Florida with the theme of celebrating her mid-Missouri rural upbringing, she will complete her MFA in Spring 2025

Mahala (Campbell) Perez- began employment at an art glass studio in Kansas City

Faculty Accomplishments

Highlight special examples of faculty success in the profession/field/content area. This is for any accomplishment of a faculty member that is research or professional in nature.

John Selburg Faculty Accomplishments:

8 LEAD Events

Personal Work Art Exhibition: Petaluma, CA, *Ephemeral*, Nanny Goat Gallery, 2024

Personal Work Art Exhibition: Columbia, MO, *Small Works*, Sager Reeves Gallery, 2024

Personal Work Art Exhibition: Columbia, MO, *Birds of a Feather*, Sager Reeves Gallery, 2024

Personal Work Art Exhibition: Columbia, MO, *Works on Paper*, Sager Reeves Gallery, 2024

Personal Work Art Exhibition: Columbia, MO, *Concentricity*, Montminy Gallery, 2024

Personal Work Art Exhibition: Columbia, MO, *Paper In Particular*, Two-Person Exhibition, Sidney Larsen Gallery, 2024

Personal Work Art Exhibition: Rocheport, MO, *Collectors Series Wine Release*, Les Bourgeois Vineyards, 2023

Personal Work Art Exhibition: Columbia, MO, *Garden Party*, Two-Person Exhibition, Columbia Art League, 2023

Personal Work Art Exhibition: Columbia, MO, *Cats and Dogs*, Sager Reeves Gallery, 2023

Personal Work Art Exhibition: Columbia, MO, *November Art Shoppe*, Sager Reeves Gallery, 2023

Personal Work Art Exhibition: Columbia, MO, *Small Works*, Sager Reeves Gallery, 2023

Lisa Simms

- **Elm St Mural clean up, Columbia, MO 7/23**
- **Faculty Advisor to Hoot & A Half Improv troupe at WWU 10/01/23-present**
- **in WWU play A Penny Saved 10/23**
- **Exhibited work in Community Canvas exhibition in Cox Gallery 11/23-12/23**
- **Residency at Osage Arts Community Belle, MO 12/1/23-12/7/23**
- **Cocentricity Alumni exhibition at Montminy gallery, Columbia, MO 2/24-5/24**
- **Attended University of Missouri Graduate showcases for fiber artists Marina Cano & Sophie Pickering, Columbia, MO 4/2024**
- **REPLY 2.0 Exhibition at Osage Arts Community, Belle, MO 5/4/24-9/10/24**
- **Mural commission for Osage Arts Community, Belle MO 7/1/24-7/30/24**

Valerie Wedel

- *Resurrection*, a video installation artwork I created. On display at the State Historical Society of Missouri, October 2023 – March 2024.
- Presented a paper at the Missouri Conference on History, *Text as Subject in Contemporary Art*, March 14, 2024
- Co-editor, *Drawing the Human Form 3rd Edition*, textbook by William A. Berry, work in progress. Anticipate publishing Summer 2024
- Community Canvas: Expressions of the Woods, All University Art Show, Fall 2023

Krista Frohling

Exhibition Work:

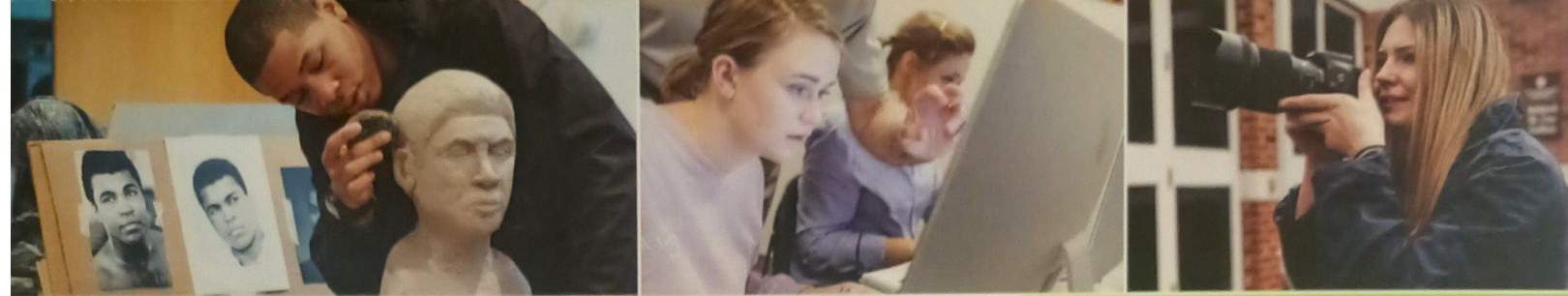
- Community Canvas, exhibition- Fall 2023
- International Photography Hall of Fame Juried Exhibition- Fall 2023
- EDEN, The Gallery at the Library, Herman, MO - December 2024-March 2024
- Kettle T-Shirt Design- Kettle, Beloit, KS - January 2024
- Featured Artists in Perspectives Magazine- March 2024
- Wild Art: Art of Botanicals- April 2024

Assessment Rubric

	3.0 Exceeds	2.0 Meets	1.0 Falls Below Expectations	N/A
Mission Statement Clearly Articulated weight: 1.000	✓ The mission statement for the program is insightful and forward thinking. It aligns with the University Mission and learning objectives showing a clear alignment between the University and the program.	✓ The mission statement for the program clearly articulated and aligned with the University mission.	✓ The mission statement is minimal at best.	✓ N/A
Comment:	<input type="text"/>			
Reflection on Student Demographics, Retention, and Degree Completion Data weight: 1.000	✓ The program provides a detailed description on the enrollment, retention, persistence and degree completion numbers. The program provides new ideas on how to improve retention of their program students or articulates what they are currently doing to keep students in their program.	✓ The program provides a basic reflection on enrollment, retention, persistence, and degree completion data provided.	✓ The program does not reflect on enrollment, retention, persistence, and degree completion data in a detailed way.	✓ N/A
Comment:	<input type="text"/>			
Marketing Materials weight: 1.000	✓ The program outlines the successes and needs in regards to marketing. Detailed suggestions on how to market the program and what niche areas that are program specific would benefit the marketing strategy.	✓ The program discussed the general marketing strategy for the program.	✓ The program provided little to no discussion on the marketing materials or approach to how to market the program.	✓ N/A
Comment:	<input type="text"/>			
Alignment to University Objectives weight: 1.000	✓ The program provides a detailed explanation of how program courses align to the Institutional Objectives. This explanation details specific courses, or activities that coordinate with the intent of the Institutional Objectives.	✓ The program provides a basic explanation of how program courses align to the Institutional Objectives. This explanation provides a minimal understanding of how the program is aligned to the Institutional Objectives.	✓ The program provides little to no explanation of how program courses align to the Institutional Objectives.	✓ N/A
Comment:	<input type="text"/>			
General Education alignment clearly explained weight: 1.000	✓ The program provides a detailed explanation of the General Education criteria and how the basic skills learned are expanded upon in the program. Details include but are not limited to: specific courses, or activities that stretch the knowledge of the specific areas.	✓ The program provides a basic explanation of the General Education curriculum and how the skills learned are expanded in program courses.	✓ The program provides a minimal explanation of the General Education curriculum and how the skills learned are expanded in program courses.	✓ N/A
Comment:	<input type="text"/>			
NSSE Objectives weight: 1.000	✓ The program provided a detailed listing of activities and assessments used within the program that focused on the identified NSSE objectives. The activities and assessments were divided out within the curriculum and impacted different cohort groups.	✓ The program provided a basic explanation of the activities and assessments used within the program that focused on the identified NSSE objectives.	✓ The program provided minimal explanation of the activities and assessments used within the program that focused on the identified NSSE objectives.	✓ N/A
Comment:	<input type="text"/>			
Curriculum Map alignment and changes weight: 1.000	✓ The curriculum map is detailed and complete. All changes made to the curriculum map are detailed with supporting rationale for the decision..	✓ The curriculum map is complete. Changes made to the curriculum map are explained with some explanation as to why the changes were implemented.	✓ The curriculum map is not complete and little to no explanation on curricular changes was provided.	✓ N/A
Comment:	<input type="text"/>			

Assessment Map weight: 1.000	✓ Assessment of objectives are spread out across the curriculum with a variety of assessment measures and each program objective is assessed a minimum of twice a year.	✓ Each objective is assessed a minimum of 2 times a year or an assessment rotation is explained so that all objectives are assessed. The assessments are not concentrated in one class.	✓ The assessment map is not complete or much of the assessment happens in only one course. Not all objectives are assessed annually, nor is a plan provided on assessment.	✓ N/A
Comment:				
Data Driven Decision-making is explained weight: 1.000	✓ An overview of program assessment is provided with details on the specific successes and challenges from the year. A detailed review of how assessment was administered over the academic year is clearly outlined.	✓ A basic overview of program assessment is provided with some details on the successes and challenges from the year. A basic review of how assessment was administered over the academic year is outlined.	✓ A basic overview of program assessment is not provided with little to no discussion on the administration of assessment over the academic year.	✓ N/A
Comment:				
Documentation provided on assessment findings weight: 1.000	✓ The program uploads all rubric and support information to support the claims in the assessment findings along with detailed instructions on the assessment process and data analysis.	✓ The program uploads all rubric and support information to support the claims in assessment findings.	✓ The program did not upload the data to support assessment claims in the assessment findings.	✓ N/A
Comment:	The program provided a discussion around the data but the reviewer was not able to find the data within the report that reflected the assessment findings. It would benefit the program to review the opportunities for data collection to assist in streamlining the process and making it more transparent. The only data found in the report was from Senior Showcase - the evaluation of each student in the senior show. This data was clear and comprehensive.			
Analysis of Assessment weight: 1.000	✓ The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report.	✓ The program completed the assessment findings for each component and provided a summary for each assessment measure.	✓ The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure.	✓ N/A
Comment:	the description of the assessment for the Student Performance Review activities was lacking in detail. The activity is broken into the 4 cohorts, but the summary was one statement. more detail would be beneficial in understanding assessment results from any of the activities. Please include the number of students being assessed in the description.			
Improvement narratives are selected with intentionality weight: 1.000	✓ The program identified Improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options	✓ The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment.	✓ The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results.	✓ N/A
Comment:				
Student Performance Review weight: 1.000	✓ The program described and provided a detailed account of Student performance Review activities. Data evidence provided and detailed.	✓ The program provided the schedule and a brief description of Student Performance Review with data of the results.	✓ The program did not provide complete explanation on Student Performance Review nor did they provide data results.	✓ N/A
Comment:				
Senior Showcase weight: 1.000	✓ The program had all senior students participate in Senior Showcase and provided a detailed explanation of their expectation and the presentations presented.	✓ The program described the Senior showcase activities and provided some evidence of what was presented.	✓ Little to no content of Senior showcase was provided.	✓ N/A
Comment:				
Co Curricular and LEAD activities weight: 1.000	✓ The program detailed the activities of LEAD and other co-curricular programming that was provided throughout the year. They provided numerous events for students.	✓ The program provided a listing of LEAD events and activities provided.	✓ The program provided little to no description of the Co-curricular activities provided throughout the year.	✓ N/A
Comment:				
Faculty, alumni, and Student accomplishments weight: 1.000	✓ The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced.	✓ The program provided a listing of information on Students, Alumni, and faculty accomplishments.	✓ The program provided little to no data on students, alumni, faculty accomplishments.	✓ N/A
Comment:				

Supplemental Data:



CONCENTRATIONS

GRAPHIC DESIGN

- Graphic design is about taking a concept, an idea, or a new creation and using it for a specific purpose.
- Explore topics such as animation, publication design, packaging design, and digital illustration.

PHOTOGRAPHY

- Photography is more than just the art of creating. It's the art of capturing and preserving the beauty that already exists in this world.
- Explore topics like black and white photography, principles of photography and techniques, creation of digital art, photo editing and lighting.

STUDIO ART

- Set your creativity free. Here you can dive into any discipline of visual art you wish to explore, whether it be drawing, painting, sculpting, photography, or something else.
- Work side-by-side with your professors as they assist you in designing and constructing your professional portfolio.

Students pursue 21 credit areas in a media concentration of their choosing. Your choice of a BFA or BA depends on your career goals. Your mentor/advisor will help you find the right path for you.

PROGRAMS

Bachelor of Fine Arts (BFA)

- Graphic Design
- Studio Art
- Photography

Bachelor of Arts (BA)

- Graphic Design
- Studio Art
- Photography

Minors

- Art
- Art Therapy
- Music
- Theatre

Related Degree Programs

- Art Education
- Speech and Theatre Ed.

Student Portfolio Program



Students are able to grow their creative talents while developing their professional communication skills. Each year every student presents their portfolio to a panel of faculty and outside professionals for review. Through the program, faculty and professionals in the art field offer their feedback and guidance to get you real-world ready.

FACILITY HIGHLIGHTS

- PAINTING STUDIO
- STATE-OF-THE-ART MAC LAB
- PHOTO STUDIO
- CERAMICS STUDIO
- DRAWING STUDIO
- MUSEUM-QUALITY ART GALLERY
- TWO PERFORMANCE AUDITORIUMS

ART

BACHELOR OF ARTS (BA);
BACHELOR OF FINE ARTS (BFA)



WILLIAM WOODS
UNIVERSITY

flourish!

Art for Life

Hands-on learning and concentrations geared toward your personal passion are the advantages of the Arts program at William Woods University. We have top notch faculty, state-of-the-art studio spaces, and a museum-quality art gallery, providing a rich learning environment for students who are driven to create.

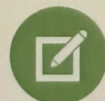


Pursue your creativity in Graphic Design, Photography or Studio Art.

William Woods University's fine and performing arts programs provide a canvas for you to paint your future. Extra and co-curricular opportunities provide hands-on experience in creating, producing, marketing and performing.

Mentorship programs and senior practicum courses enhance the classroom experience. Quality studios and exhibition spaces give you room to work as well as a forum for showcasing that work.

The Gladys W. Kemper Center for the Arts houses all concentrations in one thoughtfully designed space to promote creativity and collaboration.



Engage in learning activities and assignments that have a strong connection to work you will be doing in your professional career.



Surround yourself with mentors who are genuinely invested in helping you grow as an artist.



Gain hands-on experience through your coursework as well as many arts-oriented clubs and organizations.



A close-up photograph of several containers filled with colored pencils. The containers include a clear plastic cup, a red cup, a pink cup, and a white cup. The pencils are in various colors like red, yellow, green, blue, and purple. The background is a wooden desk with a white surface.

Arts



WILLIAM WOODS
UNIVERSITY

2024 STUDENT PERFORMANCE REVIEWS

Wednesday, February 21st

Please read this entire document thoroughly!

WHY DO WE DO PORTFOLIO REVIEWS?

Portfolios are used for assessment and evaluation purposes. The assessment process allows the Division as a whole, and the student to work toward the most professional and highest quality outcomes possible. Students will receive an assessment of where they stand based on faculty expectations for each degree of study. The Division benefits from an overall assessment of student work, providing a perspective on curricular strengths and weaknesses. In addition to the academic benefits, most jobs in the Arts field require a portfolio at some point in the interview and application process. The review process helps keep student portfolios updated and ready for use throughout their college years.

PARTICIPATING IN PERFORMANCE REVIEWS IS A REQUIREMENT OF THE MAJOR.

Students not participating in the process may lose all Division funding (scholarships) and a memo will be forwarded to the student and the Registrar's Office informing them that another major must be selected.

SCHEDULING FOR PORTFOLIO REVIEWS

Review sessions will last approximately 30 minutes per person and will be held in Kemper 202. Be prepared and arrive in the lounge approximately 1 hour prior to your presentation time.

Freshmen have required presentation observation times as well as their own presentation times.

Please arrive appx. 10 min prior to your observation time as listed below:

12:20-12:50 observers: Caleb, Cheyanne, Demario, Skylar, Dee, Orange

12:50-1:20 observers: Anthony, Jay, Nate, Soup, Liz, Aden

.

PORTFOLIO REQUIREMENTS

Note presentation requirements for your year in school and your concentration below. Presentations should be done in a professional tone and illustrate competence in professional presentation skills as well as discussing your artwork. Please present work that has been created within the past year. Presenting work created outside of classroom assignments is highly encouraged.

Complete your Google Slide presentation by Sunday, February 19th. The presentation must also be saved to a flash drive in case it accidentally gets deleted. Links to websites are permitted.

Freshmen: 5-8 pieces

Presentation 5 minutes followed by 5 min faculty feedback and questions

Sophomores-Seniors: 10-15 pieces

Sophomores: Presentation 7 minutes followed by 8 min faculty feedback and questions

Juniors and Seniors: Presentation 10 minutes followed by 10 min faculty feedback and questions

Graphic Design Concentration: mostly digital work with 2-3 physical works (drawings, paintings, printed graphic work, photos, or sculptures)

Photography Concentration: mostly digital work with 2-3 physical works (drawings, paintings, printed graphic work, photos, or sculptures)

Studio Art Concentration: - mostly physical work with 2-3 digital works

Presentations will be conducted in person, but digital work will be displayed through Google Slides. Each student presenting their portfolio must fill out the Google Slide template. Find your assigned template in the google drive link provided below (Student Performance Review 2024). You will find your template in the folder titled "Student Slide Shows". Save a copy of your presentation on the google drive "Student Slide Shows" folder AND on a flash drive you bring with you the day of in case files get erased. The template is found on the provided google drive link below.

Freshmen and Sophomores - Along with your work, you must bring **six printed copies** with written responses to the questions. **Do not edit or save responses the question template in the drive.** Questions can be found on the provided google drive link below.

Juniors and Seniors - Along with your work, you must bring **six printed copies** of your artist statement.

Google Drive Link (completed presentations due for upload on February 19th):

<https://drive.google.com/drive/folders/1LeXONbFKWblDNol-l0kTx9jh-6NnJ7FL>

PHYSICAL ARTWORK PRESENTATION GUIDELINES

- Framed artworks and canvases will be displayed on easels.
- Unframed two-dimensional artworks must hang flat.

- Unframed two-dimensional artworks must have clean backs, with all charcoal, pastel, and other media completely removed from the backs.
- Unframed two-dimensional artworks on paper must be able to hang from clips.
- Three-dimensional artworks must have smooth clean bases to sit on pedestals.
- If you need help with two-dimensional presentation practices or if you have any questions or concerns about presenting two-dimensional physical artworks, please contact John Selburg, john.selburg@williamwoods.edu, before Feb. 16.
- If you need help documenting your art work for the digital presentation, please attend the informational meetings for a photography tutorial or contact Krista Frohling, krista.frohling@williamwoods.edu, before February 15.

Note your presentation time slot in the schedule below:

2024 STUDENT PORTFOLIO REVIEW SCHEDULE

Wednesday, February 21

Student (ProNouns)	Class	Major / Concentration	Times
Felice Allen (she/he/they)	Senior	BA Graphic Design	8-8:30
Gacoby Jones (he/him)	Senior	BFA Graphic Design	8:30-9:00
Madi Bruce (she/her)	Junior	BA Graphic Design	9:00-9:30
Runa Valerie (she/her)	Senior (2nd year)	BA Photography	9:30-9:50
Amelia Thompson (she/her)	Junior (2nd year)	BFA Photography	9:50-10:10
Abigail Shattuck (her/she)	Sophomore	BA Graphic Design	10:10-10:30
Zack Wood (he/him)	Sophomore (1st year transfer)	BA Graphic Design	10:30-10:50
Lunar Shelton (he/him)	Sophomore	BFA Studio	10:50-11:10
Aiyanna Tanksley (she/her)	Sophomore	BFA Studio	11:10-11:30
Lucas Newman (he/him)	Sophomore	BFA Photography	11:30-11:50
LUNCH	LUNCH	LUNCH	11:50-12:20
Kelsey Evans (she/her)	Senior	BA Graphic Design	12:20-12:50
Grace Williams (she/her)	Senior	BFA Graphic Design	12:50-1:20
Skylar Foster (she/her)	Freshman	BA Graphic Design	1:20-1:35
Dee Coker (he/they)	Freshman	BA Photography	1:35-1:50
BREAK	BREAK	BREAK	1:50-2:00

Student (ProNouns)	Class	Major / Concentration	Times
Caleb Hayes (he/him)	Freshman	BA Photography	2:00-2:15
Cheyenne Willis (she/her)	Freshman	BA Photography	2:15-2:30
Demario Wright (he/him)	Freshman	BA Graphic Design	2:30-2:45
Orange Balthazor (they/them)	Freshman	BFA Studio	2:45-3:00
Anthony Doss-Townsel (he/him)	Freshman	BFA Graphic Design	3:00-3:15
Jaylen Jamison (he/him)	Freshman	BFA Studio	3:15-3:30
BREAK	BREAK	BREAK	3:30-3:40
Nate Mueller (he/that dude)	Freshman	BFA Studio	3:40-3:55
Soup Richardson (she/he/they)	Freshman	BFA Studio	3:55-4:10
Liz Stewart (she/her)	Freshman	BFA Studio	4:10-4:25
Aden Tipton (he/him)	Freshman	BFA Graphic Design	4:25-4:40

ASSESSMENT RUBRICS

BA Student Performance Assessment Rubric Name _____ Class: SO JR SR

Criteria	Advanced	Proficient	Developing	Novice
Recognize and demonstrate the elements and principles of design (BA Objective #1)	Portfolio reflects a superior knowledge and command of the visual language	Portfolio reflects a good ability appropriate for student's level	Portfolio reflects a basic knowledge of the visual language	Portfolio reflects little understanding of the visual language
Produce a body of visual artworks, demonstrating knowledge of processes and techniques (BA Objective #2)	Portfolio reflects a well-developed understanding of design and composition	Portfolio reflects effective use and understanding of the elements and principles of design	Portfolio reflects a basic understanding of the elements and principles of design	Portfolio demonstrates a limited understanding of design knowledge
Identify and articulate significance of major periods and works; in history of art (BA Objective #3)	Portfolio shows strong connection to art history and cultural awareness	Portfolio reflects some creative exploration supported by art history and culture	Portfolio shows a little knowledge and awareness of art history and culture	Portfolio shows no connection to art history and culture
Demonstrate critical analysis applied to own work, and others. (BA Objective #4)	Student can demonstrate in mature artistic language an understanding of process, design, and art history	Student can demonstrate in proficient artistic language an understanding of process, design, and art	Student can demonstrate in basic artistic language an understanding of processes, design, and art history	Student is just beginning to utilize artistic terms and language when assessing work
Originality/Personal Aesthetic (BA Objective #5)	Work reflects curiosity, originality and is consistent. Unusual combinations and risk taking is evident	Work shows an appropriate degree of problem solving and originality for student's level	Work reflects some unique characteristics but originality and problem solving is still developing	Work attempts to fulfill assignment, but little originality is evident
Reflect on relationship of art to other disciplines; in both historical and cultural contexts (BA Objective #6)	Work reflects superior understanding of the relationship of historical and cultural impact of a variety of processes and art media	Work shows an appropriate degree of understanding of the relationship of historical and cultural impact of a variety of processes and art media	Work reflects basic understanding of the relationship of historical and cultural impact of a variety of processes and art media	Work attempts to fulfill assignment, but little understanding is evident
Presentation Skills	Presentation is clearly organized (introduction, discussion and analysis, closing); speech is easily understandable, appropriately paced; regular eye contact is maintained	Presentation is generally organized; speech is understandable, pace sometimes rapid or slow; some eye contact with audience	Presentation shows limited organization; some words difficult to understand due to speech and/or pace; eye contact is intermittent	Presentation shows minimal effort
Organization	Portfolio materials are well organized and prepared	Portfolio is generally organized	Portfolio has some organization	Portfolio is not organized

Reviewer's Notes or Comments:

BFA Student Performance Assessment Rubric Name _____ Class: SO JR SR

Criteria	Advanced	Proficient	Developing	Novice
Recognize and demonstrate the elements and principles of design (BFA Objective #1)	Portfolio reflects a superior knowledge and command of the visual language	Portfolio reflects a good ability appropriate for student's level	Portfolio reflects a basic knowledge of the visual language	Portfolio reflects little understanding of the visual language
Produce a body of visual artworks, demonstrating knowledge of processes and techniques (BFA Objective #2)	Portfolio reflects a well-developed understanding of design and composition	Portfolio reflects effective use and understanding of the elements and principles of design	Portfolio reflects a basic understanding of the elements and principles of design	Portfolio demonstrates a limited understanding of design knowledge
Identify and articulate significance of major periods and works; in history of art. (BFA Objective #3)	Portfolio shows strong connection to art history and cultural awareness	Portfolio reflects some creative exploration supported by art history and culture	Portfolio shows a little knowledge and awareness of art history and culture	Portfolio shows no connection to art history and culture
Demonstrate critical analysis applied to own work, and others. (BFA Objective #4)	Student can demonstrate in mature artistic language an understanding of process, design, and art history	Student can demonstrate in proficient artistic language an understanding of process, design, and art	Student can demonstrate in basic artistic language an understanding of processes, design, and art history	Student is just beginning to utilize artistic terms and language when assessing work
Originality/Personal Aesthetic (BFA Objective #5)	Work reflects curiosity, originality and is consistent. Unusual combinations and risk taking is evident	Work shows an appropriate degree of problem solving and originality for student's level	Work reflects some unique characteristics but originality and problem solving is still developing	Work attempts to fulfill assignment, but little originality is evident
Reflect on relationship/interconnectedness and cultural impact of various art media and processes. (BFA Objective #6)	Work reflects superior understanding of the relationship of cultural impact of a variety of processes and art media	Work shows an appropriate degree of understanding of the relationship of cultural impact of a variety of processes and art media	Work reflects basic understanding of the relationship of cultural impact of a variety of processes and art media	Work attempts to fulfill assignment, but little understanding is evident
Presentation Skills	Presentation is clearly organized (introduction, discussion and analysis, closing); speech is easily understandable, appropriately paced; regular eye contact is maintained	Presentation is generally organized; speech is understandable, pace sometimes rapid or slow; some eye contact with audience	Presentation shows limited organization; some words difficult to understand due to speech and/or pace; eye contact is intermittent	Presentation shows minimal effort
Organization	Portfolio materials are well organized and prepared	Portfolio is generally organized	Portfolio has some organization	Portfolio is not organized

Reviewer's Notes or Comments: