

2018 Visual Arts Assessment Plan

MISSION OF THE VISUAL ARTS MAJOR, ALIGNED WITH STUDENT LEARNING GOALS OF WELLS COLLEGE

The visual arts as a major area of study offers students the opportunity to develop:

1. An informed understanding of aesthetics and visual language
2. An acute and engaged sense of visual literacy and communication
3. Creative problem-solving skills
4. Experience with various technical skills in a range of media
5. The ability to critically describe and analyze visual images, both past and present, with an accurate vocabulary and informed discourse (written, oral, art making/artistic expression)
6. Meaningful links between contemporary trends and conceptual practices with those from the past
7. An understanding of the relationship between art and society.
8. An awareness of professional standards and best practices involved with the development, distribution and presentation of creative work.

STUDENT LEARNING GOALS OF WELLS COLLEGE

CONTENT

1. Breadth of knowledge
Understanding the physical world, cultures, individuals, personal health and well being
2. Depth in field
Developing expertise in a chosen major field
3. Career preparation
Acquiring substantive and professional competence

ESSENTIAL SKILLS

1. Fundamental literacies
 - The ability to read critically across the disciplines
 - The ability to employ effectively oral, written and expressive communications
 - The ability to identify and evaluate relevant information
2. Critical thinking and application
 - The ability to use reasoning and evaluative skills in distinctive modes of inquiry and analysis
3. Ethical decision making
 - The ability to reason wisely and act humanely
4. Creativity
 - The ability to transcend established understandings to discover something new
5. Metacognitive
 - The ability to use self reflective skills to understand what one knows, how one learns, and how to use resources effectively and to seek help

6. Skills and beliefs to navigate living and working in community
- The ability to engage in problem solving and to work in a team environment
 - The ability to manage time effectively and to possess a positive work ethic
 - The ability to offer and accept constructive criticism, to possess self confidence, be flexible, adapt quickly and work well under pressure

VISUAL ARTS PROGRAM GOALS:

1. HISTORY AND CONTEXT

Articulate with an informed and accurate vocabulary how and why works of art, architecture and visual culture emerged from specific historical, cultural, and religious contexts. Articulate also the varied and changing reception of these works considering cultural influences.

College Learning Goals:

- ▶ *Content: Breadth of Knowledge, Depth in Field*
- ▶ *Essential Skills: Fundamental Literacies, Critical Thinking and Application*

2. CRITIQUE AND INFORMED DECISION MAKING

Analyze, verbally and in writing, past and contemporary works of art and purposefully adapt/ appropriate techniques, forms, methodologies, or concepts through artistic production and critically engaged writing assignments.

College Learning Goals:

- ▶ *Content: Breadth of Knowledge, Depth in Field, Career Preparation*
- ▶ *Essential Skills: Fundamental Literacies, Critical Thinking and Application, Creativity, Metacognitive*

3. PROFESSIONALISM

Instill a(n) aesthetic and/or conceptual awareness within majors that will facilitate advance to graduate study and serve as a foundation for professional work.

College Learning Goals:

- ▶ *Content: Depth in Field, Career Preparation*
- ▶ *Essential Skills: Critical Thinking and Application, Creativity, Living/Working in Community*

4. COMMUNICATION

Develop a broad range of technical, critical-thinking, and problem-solving skills in order to attain effective and intellectually compelling communication of ideas through visual artworks, written statements and research projects.

College Learning Goals:

- ▶ *Content: Depth in Field, Career Preparation*
- ▶ *Essential Skills: Fundamental Literacies, Critical Thinking and Application, Creativity, Living/Working in Community*

5. LIFE-LONG LEARNING

Promote the creative visual, verbal and written expressions that develop into a sustainable, enriching practice in the visual arts, distinguished by intellectual/ conceptual accountability.

College Learning Goals:

- ▶ *Content: Depth in Field, Career Preparation*

- ▶ *Essential Skills: Fundamental Literacies, Critical Thinking and Application, Creativity, Metacognitive*

6. RESEARCH

Enable students to engage in experimentation, research, and discovery through both traditional and new media, encouraging the practice of outcome or concept-driven media choices.

College Learning Goals:

- ▶ *Content: Breadth of Knowledge, Depth in Field, Career Preparation*
- ▶ *Essential Skills: Fundamental Literacies, Critical Thinking and Application, Creativity, Metacognitive*

LEARNING OBJECTIVES, OUTCOMES AND VALIDATIONS

For Goal 1: HISTORY AND CONTEXT

Objective 1: Identify, discuss and critically analyze historical styles, monuments, and artists from a breadth of cultures, geographies and periods.

Outcome 1:

Students in art history classes will have basic knowledge of visual expressions appropriate to each period survey.

→ *Validation: Objective portions (image identification, multiple choice) of quizzes and exams*

Outcome 2:

Students in the Studio classes will demonstrate their ability to execute skills found in historical and contemporary examples.

→ *Validation: Preparatory sketches; Technique Studies, culminating term project, Topical Studio Assignments*

Outcome 3:

Students in the Art History concentration will have in-depth knowledge of variety of visual expressions.

→ *Validation: Objective portion (image identification, short answer) of quizzes and exams*

Objective 2: Understand and think more critically about the various historical, social, cultural, religious and economic forces at work in a given art historical movement, style or period.

Outcome 1:

Students in art history classes will have basic knowledge of visual expressions within the contexts of history, religion and aesthetics.

→ *Validation: Subjective portions (essay, short answer) of quizzes and exams*

Outcome 2:

Students in the Art History concentration will have specialized knowledge of visual

expressions within the contexts of history, religion and aesthetics.

→ *Validation: Subjective portions (essay, short answer) of quizzes and exams; research papers*

Outcome 3:

Students in the Studio concentration will demonstrate their comprehension of technical processes and conceptual strategies found in historical and contemporary examples.

→ *Validation: Topical Project Assignments; Evidence of Artistic Research, Essays*

For Goal 2: CRITIQUE AND INFORMED DECISION MAKING

Objective 1: Connect the history of art and study of visual culture with contemporary practice by relating students' individual practices (methods, media, techniques and subject matter) to those of the past.

Outcome 1:

Visual Arts Majors will be able to identify critical methodologies.

→ *Validation: Participation in Senior Seminar Discussions; in-class discussions; formal oral report; research papers; response papers*

Outcome 2:

Students in the Art History concentration will begin to use critical approaches.

→ *Validation: Senior Thesis; research papers in 300-level classes; formal oral report; response papers*

Outcome 3:

Students in the Studio concentration will apply appropriate historical and contemporary techniques, styles and media towards their own expressions.

→ *Validation: Senior critiques; Creative Arts Projects; exhibitions; Senior Thesis Exhibition*

Outcome 4:

Students in the Studio concentration will apply informed conceptual frameworks in their own expressions.

→ *Validation: Senior critiques; special projects; exhibitions; Senior Thesis Exhibition*

Objective 2: Critically articulate a point of view about past art historical expressions through creation of works of art, written statements, exams, and research projects.

Outcome 1:

Students in the Studio and Book Arts concentrations will be able to explain, discuss and defend formal, technical, and theoretical choices made during the creation of works for their senior exhibitions.

→ *Validation: Senior critiques; written Thesis and Artist statements; Senior Oral Defense, Artist Talks*

Outcome 2:

Students in the Art History concentration will be able to explain ways in which current and historical methodologies are applied to historical expressions.

→ *Validation: Participation in Senior Seminar Discussions; in-class discussions; formal oral report; research papers; response papers*

For Goal 3: PROFESSIONALISM

Objective 1: Capstone production of advanced-level artwork and/or research project.

Outcome 1:

Students in the Studio and Book Arts concentrations will develop a Senior Thesis Exhibition comprised of mature artwork that is both stylistically and thematically connected, and supports a conceptual goal.

→ *Validation: Senior critiques; Creative Art Projects critiques; Senior Oral Defense; Artist Statement*

Outcome 2:

Students in the Studio and Book Arts concentrations will explain their work, verbally and in writing, emphasizing professional and public speaking skills.

→ *Validation: Junior (Creative Arts Projects) Group Critiques and Research Statements, Senior Seminar Critiques, Thesis and Artist Statements, Senior Artist Talks, Senior Oral Defense*

Outcome 3:

Students in the Studio and Book Arts concentrations will implement all aspects of the Senior Thesis Exhibition, including installation, public relations, reception and de-installation.

→ *Validation: Development of PR materials, Installation of Senior Thesis Exhibition; Senior Oral Defense*

Outcome 4:

Students in the Art History concentration will write a 25-page thesis.

→ *Validation: Senior Thesis*

Outcome 5:

Students in the Art History concentration will make a public presentation regarding the capstone thesis.

→ *Validation: Senior Thesis Presentation*

Objective 2: Establish responsible work habits through development of project and time management skills.

Outcome 1:

Students will create and follow work schedules, meeting in-progress benchmarks.

→ Validation: Project proposals, in-progress preparatory work (sketches, outlines, studies, mock-ups, etc), working critiques, participation in required work sessions and studio time, self-evaluation exercises.

Outcome 2:

Students will respond to and reflect on in-progress feedback and self-evaluation.

→ Validation: final critiques, participation in required work sessions and studio time, self-evaluation exercises.

Objective 3: Exposure to visual and intellectual stimuli.**Outcome 1:**

Student visits to the String Room Gallery and Wells College art and rare book collections.

→ *Validation: Response reports; exhibition critiques*

Outcome 2:

Field trips to galleries and museums.

→ *Validation: Response reports; exhibition critiques*

Objective 4: Development of Career-Relevant Skills**Outcome 1:**

Students will execute a disciplinarily-relevant internship in a professional context, as directed by on-site supervisor

→ Validation: On-Site Supervisor Evaluation, Student Self-Reflections, In-Progress Journals, Poster Presentation

Outcome 2:

Students will demonstrate basic computer literacy skills appropriate to their area of concentration.

→ Validation: Website Design, Word Processing, Digital Photo & Video Editing, Computer-Based Design, Artwork documentation

For Goal 4: COMMUNICATION**Objective 1: Explore, use and master a variety of techniques and media in response to projects that pose conceptual and/or technical questions/problems.****Outcome 1:**

Students in the Studio concentration will develop and demonstrate technical and problem-solving skills in order to carry out their ideas and concepts in a sophisticated manner.

→ *Validation: Preparatory sketches and studies; topical projects, sketchbook exercises; culminating term project; portfolio*

Outcome 2:

Students in the Studio and Book Arts concentrations will demonstrate advanced technical skills that lead to a synthesis of form and concept.

→ *Validation: Culminating term project; Senior Thesis Exhibition; final portfolio*

Objective 2: Develop strong, convincing verbal and written communication styles.,**Outcome 1:**

All Visual Arts students will demonstrate preliminary visual and conceptual analysis skills and translate the visual to the verbal by analyzing and describing artworks and exhibitions seen at first-hand.

→ *Validation: Research paper; written assignments; response papers; exhibition critiques; class journals; response papers; book reviews; essay portion of exams*

Outcome 2:

All Visual Arts students will demonstrate more complete analytical skills in translating between the visual and the verbal, by conducting and sharing effective, appropriate, and creatively generative research.

→ *Validation: Research paper, Evidence of Artistic Research, Annotated Bibliographies, Research Presentations, Artist Talks*

Goal 5: LIFE-LONG LEARNING**Objective 1: Achieve self-awareness of individual proclivities, talents and attractions to visual solutions.****Outcome 1:**

Students in the Studio concentration will develop their own studio practice, based on recognizing individual strengths and interests in various concepts and media.

→ *Validation: Technical exercises; preparatory sketches; Evidence of Artistic Research, culminating term project; portfolio.*

Outcome 2:

Students in the Studio concentration will foster the continued development of their own idiomatic sensibilities and conceptual trajectories while incorporating authoritative writings by others.

→ *Validation: Culminating term project; written assignments; Reading assignments, response papers; exhibition critiques, Annotated Bibliographies*

Outcome 3:

Students in the Studio and Book Arts concentrations will gain experience in exhibiting and professionally promoting their work.

→ *Validation: Senior Thesis Exhibition; Artist Talk; Senior Oral review, Website Design, Senior Thesis PR*

Objective 2: Reach self-awareness of one's own powers of observation, analysis, writing style and creative vision

Outcome 1:

Students in the Art History concentration will demonstrate descriptive and analytical skills that reflect their individual style and point of view

→ *Validation: Formal oral presentations; in-class discussions; research papers; response papers*

Outcome 2:

Students in the Studio concentration will demonstrate analytical and critical thinking skills by analyzing and describing artworks and exhibitions from their own informed perspective, in their own voice.

→ *Validation: Class critiques and discussions, Written assignments; response papers*

For Goal 6: RESEARCH

Objective 1: Acquire strong research skills that draw from a variety of research methodologies, including: scholarly research (i.e. books, periodicals, internet resources); studying works of art at first-hand from the Wells College art collection, Wells rare book collection, the String Room Gallery to art collections off-campus; conducting personal interviews with artists, curators and scholars.

Outcome 1:

Students will demonstrate research skills that express an understanding of the various methodologies and approaches.

→ *Validation: Written assignments; research papers; formal oral report, Junior Studio Research Statements, Senior Thesis Statements*

Outcome 2:

Students will demonstrate a technical and theoretical understanding of works of art seen at first-hand.

→ *Validation: Class Critiques, Written assignments; research papers, pecha-kucha presentations*

Objective 2: Develop the ability to define and follow through on research questions, whether related to art historical analysis or studio projects.

Outcome 1:

Students will demonstrate ability to define research goals, identify lines of enquiry, and synthesize findings into a cohesive argument or creative response.

→ *Validation: Written Assignments, Research Papers, Studio Project Proposals, Evidence of Artistic Research, Annotated Bibliography*

ALIGNMENT OF OUTCOMES WITH ASSESSMENT METHODS

Goal	Objective	Outcome	How Measured	Measurement Tool	Success Criteria	Data Location
1	HISTORY AND CONTEXT Articulate with an informed and accurate vocabulary how and why works of art, architecture and visual culture emerged from specific historical, cultural, and religious contexts. Articulate also the varied and changing reception of these works considering cultural influences.					
	#1 Identify discuss and critically analyze historical styles, monuments, and artists from a breadth of cultures, geographies and periods.	#1 Students in art history classes will have basic knowledge of visual expressions appropriate to each period survey.	Objective portions (image identification, multiple choice) of quizzes and exams	Locally Developed Rubric	95% of students to score at or above D level; 65% at or above B level; 20% at or above A level	Faculty files
		#2 Students in the Studio & Book Arts concentrations will demonstrate their ability to execute skills found in historical and contemporary examples.	technique studies; topical studio assignments	Locally Developed Rubric	95% of students to score at or above D level; 65% at or above B level; 20% at or above A level	Faculty files
		#4 Students in the Art History concentration will have in-depth knowledge of a variety of visual expressions.	Objective portion (image identification, short answer) of quizzes and exams	Locally Developed Rubric	95% pass the exam, 20% pass with distinction	Faculty files
	#2 Understand and think more critically about the various historical, social, cultural, religious and economic forces at work in a given art historical movement, style or period.	#1 Students in art history classes will have basic knowledge of visual expressions within the contexts of history, religion and aesthetics.	Subjective portions (essay, short answer) of quizzes and exams	Locally Developed Rubric	95% of students to score at or above D level; 65% at or above B level; 20% at or above A level	Faculty files
	#2 Students in the Art History concentration will have specialized knowledge of visual expressions within the contexts of history, religion and aesthetics.	Subjective portions (essay, short answer) of quizzes and exams; research papers	Locally Developed Rubric	95% pass the exam, 20% pass with distinction	Faculty files	

Goal	Objective	Outcome	How Measured	Measurement Tool	Success Criteria	Data Location
		#3 Students in the Studio & Book Arts concentrations will demonstrate their comprehension of technical processes and conceptual strategies found in historical and contemporary examples.	Topical Project Assignments; Essays	Locally Developed Rubric	95% of students to score at or above D level; 65% at or above B level; 20% at or above A level	Faculty files
2	CRITIQUE AND INFORMED DECISION MAKING Analyze, verbally and in writing, past and contemporary works of art and purposefully adapt/appropriate techniques, forms, methodologies, or concepts through artistic production and critically engaged writing assignments.					
	#1 Connect the history of art and study of visual culture with contemporary practice by relating students' individual practices (methods, media, techniques and subject matter) to those of the past.	#1 Students in the Art History concentration will be able to identify critical methodologies.	Participation in Senior Seminar Discussions; in-class discussions; formal oral report; research papers; response papers	Locally Developed Rubric, Confirmation of Seminar Participants	All AH majors articulate differences among critical-ap-proaches, at or above a grade of C-.	Faculty files
		#2 Students in the Art History concentration will begin to use critical approaches.	Senior Thesis; research papers in 300-level classes; formal oral report; response papers	Locally Developed Rubric, Confirmation of Seminar Participants	All AH majors write and acceptable thesis demonstrating understanding and application of at least one critical approach, at or above a grade of C.	Thesis Archives
		#3 Students in the Studio & Book Arts concentrations will apply appropriate historical and contemporary techniques, styles and media towards their own expressions.	Senior critiques; special projects; exhibitions; Senior Thesis Exhibition	Locally Developed Rubric; Confirmation by extra-institutional critique committee members	All Studio majors can effectively apply artistic techniques, media expressions or conceptual underpinnings in their senior work, at or above a grade of C.	Documentation of artworks and installations

Goal	Objective	Outcome	How Measured	Measurement Tool	Success Criteria	Data Location
		#4 Students in the Studio & Book Arts concentrations will apply informed conceptual frameworks in their own expressions.	Senior critiques; special projects; exhibitions; Senior Thesis Exhibition	Locally Developed Rubric; Confirmation by extra-institutional critique committee members	All Studio majors can effectively apply artistic techniques, media expressions or conceptual underpinnings in their senior work, at or above a grade of C.	Documentation of artworks and installations
	#2 Critically articulate a point of view about past art-historical expressions through creation of works of art, written statements, exams, and research projects.	#1 Students in the Studio & Book Arts concentrations will be able to explain, discuss and defend formal, technical, and theoretical choices made during the creation of works for their senior exhibitions.	Senior critiques; written Thesis and Artist statements; oral reviews, Artist Talks	Locally Developed Rubric; Confirmation by extra-institutional critique committee members	All Studio majors must pass oral interview/defense and present an acceptable statement regarding their work, at or above a grade of C/S.	Thesis Archives
		#2 Students in the Art History concentration will be able to explain ways in which current and historical methodologies are applied to historical expressions.	Participation in Senior Seminar Discussions; in-class discussions; formal oral report; research papers; response papers; pecha-kucha presentations	Locally Developed Rubric, Confirmation of Seminar Participants	All AH majors must be able to apply methodologies to posed examples, at or above a grade of C.	Faculty files
3	PROFESSIONALISM Instill a(n) aesthetic and/or conceptual awareness within majors that will facilitate advance to graduate study and serve as a foundation for professional work.					
	#1 Capstone production of advanced-level artwork and/or research.	#1 Students in the Studio & Book Arts concentrations will develop a Senior Thesis Exhibition comprised of mature artwork that is both stylistically and thematically connected and supports a conceptual goal.	Senior critiques; Creative Arts Projects Critiqueus; ; Oral Review; Artist statements	Locally Developed Rubric; Senior Validations Confirmed by extra-institutional critique committee members	All Studio majors must successfully execute and exhibit a considered body of work.	Documentation of artworks and installations

Goal	Objective	Outcome	How Measured	Measurement Tool	Success Criteria	Data Location
		#2 Students in the Studio & Book Arts concentrations will explain their work, verbally and in writing, emphasizing professional and public speaking skills.	Junior (Creative Art Projects) Group Critiques and Research Statements, Senior Seminar Critiques, Thesis and Artist statements; Senior Oral review	Locally Developed Rubric; Senior validations are Confirmation by extra-institutional critique committee members	All Studio majors must present an acceptable statement regarding their work, at or above a grade of C.	Thesis Archives
		#3 Students in the Studio & Book Arts concentrations will implement all aspects of the Senior Thesis Exhibition , including installation, public relations, reception and de-installation.	Development of PR Materials, Installation of Senior Thesis Exhibition; Senior Thesis Presentation; Senior Oral review	Locally Developed Rubric; Confirmation by extra-institutional critique committee members	All Studio majors must present an acceptable statement regarding their work, at or above a grade of C.	Thesis Archives
		#4 Students in the Art History concentration will write a 25-page thesis.	Senior Thesis	Locally Developed Rubric; Thesis Guidelines	All AH majors must successfully present a completed thesis.	Thesis Archives
		#5 Students in the Art History concentration will make a public presentation regarding the capstone thesis.	Senior Thesis Presentation	Locally Developed Rubric; Confirmation by presentation audience	All AH majors must successfully present and defend their work in a public forum, at or above a grade of C/S.	Faculty files
	#2: Establish responsible work habits through development of project and time management skills.	#1 Students will create and follow work schedules, meeting in-progress benchmarks.	Project proposals, in-progress preparatory work (sketches, outlines, studies, mock-ups, etc), working critiques, participation in required work sessions and studio time. self-evaluation exercises, journals	Locally Developed Rubric	90% of students to perform at or above D level; 65% at or above B level; 20% at or above A level	Faculty files

Goal	Objective	Outcome	How Measured	Measurement Tool	Success Criteria	Data Location
		#2 Students will respond to and reflect on in-progress feedback and self-evaluation.	final critiques, participation in required work sessions and studio time, self-evaluation exercises	Locally Developed Rubric	90% of students to perform at or above D level; 65% at or above B level; 20% at or above A level	Faculty files
	#3 Exposure to visual and intellectual stimuli.	#1 Student visits to the String Room Gallery and Wells College art and rare book collections.	Response reports; exhibition critiques	Locally Developed Rubric	90% of students to perform at or above D level; 65% at or above B level; 20% at or above A level	Faculty files
		#2 Field trips to galleries and museums.	Response reports; exhibition critiques	Locally Developed Rubric	90% of students to perform at or above D level; 65% at or above B level; 20% at or above A level	Faculty files
	#4: Development of Career-Relevant Skills	#1 Students will execute a disciplinarily-relevant internship in a professional context, as directed by on-site supervisor	Student Self-Reflections, In-Progress Journals, Poster Presentation	On-Site Supervisor Evaluation, Locally Developed Rubrics	90% of students perform at a D level (Pass)	Faculty files
		#2: Students will demonstrate basic computer literacy skills appropriate to their concentration	Website Design, Word Processing, Digital Photo & Video Editing, Computer-Based Design, Artwork documentation	Locally Developed Rubrics	90% of students to perform at or above D level; 65% at or above B level; 20% at or above A level	Faculty files
4	<p>COMMUNICATION</p> <p>Develop a broad range of technical, critical-thinking, and problem-solving skills in order to attain effective and intellectually compelling communication of ideas through visual artworks, written statements and research projects.</p>					
	#1 Explore, use and master a variety of techniques and media in response to projects that pose conceptual and/or technical questions/ problems.	#1 Students in the Studio & Book Arts concentrations will develop and demonstrate technical and problem-solving skills in order to carry out their ideas and concepts in a sophisticated manner.	Preparatory sketches and studies, topical projects; portfolio	Locally Developed Rubric; Confirmation in class critiques	90% of students to perform at or above D level; 65% at or above B level; 20% at or above A level	Faculty files; sketchbooks kept by students

Goal	Objective	Outcome	How Measured	Measurement Tool	Success Criteria	Data Location
		#2 Students in the Studio & Book Arts concentrations will demonstrate more advanced technical and critical thinking skills that lead to a synthesis of form and concept.	Culminating term project; Senior Thesis Exhibition; final portfolio	Locally Developed Rubric; Confirmation in class critiques	90% of students to score at or above D level; 65% at or above B level; 20% at or above A level	Faculty files; Documentation of artworks and installations
	#2 Develop strong, accurate and convincing writing styles.	#1 Students will demonstrate preliminary visual and conceptual analysis skills and translate the visual to the verbal by analyzing and describing artworks and exhibitions seen at first-hand.	Research paper; written assignments; response papers; exhibition critiques; class journals; response papers; book reviews; essay portion of exams	Locally Developed Rubric	90% of students to perform at or above D level; 65% at or above B level; 20% at or above A level	Faculty files
		#2 Students will demonstrate more complete analytical skills in translating between the visual to the verbal, by conducting effective, appropriate, and creatively generative research.	Research paper; Evidence of Artistic Research, weekly journals	Locally Developed Rubric	90% of students to perform at or above D level; 65% at or above B level; 20% at or above A level	Faculty files
5	LIFE-LONG LEARNING Promote the creative visual, verbal and written expressions that develop into a sustainable, enriching practice in the visual arts, distinguished by intellectual/ conceptual accountability.					
	#1 Achieve self-awareness of individual proclivities, talents and attractions to visual solutions.	#1 Students in the Studio & Book Arts concentrations will develop their own studio practice based on recognizing individual strengths and interests in various concepts and media.	Evidence of Artistic Research; culminating term project; portfolio, weekly journals	Locally Developed Rubric; Confirmation in class critiques	90% of students to perform at or above D level; 65% at or above B level; 20% at or above A level	Faculty files; sketchbooks kept by students
		#2 Students in the Studio & Book Arts concentrations will foster the continued development of their own idiomatic sensibilities and conceptual trajectories while incorporating authoritative writings by others.	Culminating term project; written assignments; Reading Assignments and response papers; exhibition critiques	Locally Developed Rubric; Confirmation in class critiques	90% of students to score at or above D level; 65% at or above B level; 20% at or above A level	Faculty files; Documentation of artworks and installations

Goal	Objective	Outcome	How Measured	Measurement Tool	Success Criteria	Data Location
		#3 Students in the Studio & Book Arts concentrations will gain experience in exhibiting and professionally promoting their work.	Senior Thesis Exhibition; Artist Talk, Senior Oral review, Website Design, Senior Thesis PR	Locally Developed Rubric; Confirmation in class critiques	All Studio majors can effectively apply artistic techniques, media expressions or conceptual underpinnings in their senior work, at or above a grade of C..	Thesis archives
	#2 Reach self-awareness of one's own powers of observation, analysis, writing style and creative vision.	#1 Students in the Art History concentration will demonstrate descriptive and analytical skills that reflect their individual style and point of view.	Formal oral report; in-class discussions; research papers; response papers	Locally Developed Rubric	90% of students to perform at or above D level; 65% at or above B level; 20% at or above A level	Faculty files
		#2 Students in the Studio & Book Arts concentrations will demonstrate analytical and critical thinking skills by analyzing and describing artworks and exhibitions from their own informed perspective, in their own voice.	Written assignments; response papers, class discussions and critiques	Locally Developed Rubric	90% of students to perform at or above D level; 65% at or above B level; 20% at or above A level	Faculty files
6	RESEARCH Enable students to engage in experimentation, research, and discovery through both traditional and new media, encouraging the practice of outcome or concept-driven media choices.					
	#1 Acquire strong research skills that draw from a variety of research methodologies, including: scholarly research (i.e. books, periodicals, internet resources); studying works of art at first-hand from the Wells College art collection, Wells rare book collection, the String Room Gallery to art collections off-campus; conducting personal interviews with artists, curators and scholars	#1 Students will demonstrate research skills that express an understanding of the various methodologies and approaches.	Written assignments; research papers; formal oral report Junior Studio Research Statements	Locally Developed Rubric; Confirmation in class critiques	90% of students to perform at or above D level; 65% at or above B level; 20% at or above A level	Faculty files
		#2 Students will demonstrate a technical and theoretical understanding of works of art seen at first-hand	Culminating term project Class Critiques, Written Assignments, Research Papers, Pecha-Kucha Presentations	Locally Developed Rubric; Confirmation in class critiques	90% of students to score at or above D level; 65% at or above B level; 20% at or above A level	Faculty files; Documentation of artworks and installations

Goal	Objective	Outcome	How Measured	Measurement Tool	Success Criteria	Data Location
	#2 Develop the ability to define and follow through on research questions, whether related to art historical analysis or studio projects.	Students will demonstrate ability to define research goals, identify lines of enquiry, and synthesize findings into a cohesive argument or creative response.	Written Assignments, Research Papers, Studio Project Proposals, Evidence of Artistic Research	Locally Developed Rubric;	90% of students to perform at or above D level; 65% at or above B level; 20% at or above A level	Faculty files

VI. How Assessment Data Will Be Utilized

Data will be collected in accordance with the priorities established in in the 2018 Assessment Report: Action Plan. Given the large staffing turnover taking place prior to Fall 2018, meetings and email communication in at the beginning of Fall 2018 will focus on familiarizing new faculty with our assessment procedures.

Data collected during 2018-2019 may result in the following actions:

- Review of course sequences & prerequisites
- Review of instructional methods, particularly those related to writing
- Reflection on student performance related to Goals 3, 4, and 6.
- Confirmation of/reflection on augmented expectations and grading rubrics for upper-level studio art courses
- Attempts to strengthen, cultivate, and define program mission, discourse, and pedagogical methodologies (to ensure mutually generative approaches between teaching staff).
- Further identification of disciplinarily-relevant forms of data