

STUDENT OUTCOMES ASSESSMENT PLAN GRADUATE PROGRAM

DEPARTMENT OF ART AND DESIGN
California State University—Fresno

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I. Mission Statement

Graduate Program Mission and Goals

The Graduate Program of The Department of Art and Design at California State University, Fresno is guided by the Department's mission statement as well as the System's Cornerstones Document, principle 6, (see http://www.calstate.edu/Cornerstones/reports/cornerstones_report/main.html) and the mission statements of its parent units--the College of Art and Humanities in which it is housed, California State University, Fresno (see http://www.csufresno.edu/plan/plan2/pdf_pages/AIII.PDF), and the California State University System (see <http://www.calstate.edu/PA/info/mission.shtml>). These documents collectively provide vision, structure, and philosophical coherence to the Graduate Program of the Department of Art and Design. The mission statement for the department can be found at the beginning of this joint undergraduate/graduate program review document. Mission statements for the Graduate Program and the College appear below.

Mission Statement: Graduate Program in Art and Design

The M.A. in Art Program provides an advanced level of education for students in studio art, art history, interior design, and art education. It prepares students for positions of leadership in the visual arts and careers in interior design. In keeping with the goals and mission of the university, the program provides the opportunity for creative achievement and intellectual discovery through an advanced program of instruction, critique and

dialogue in art and design. Instruction and advisement are designed to prepare the student for careers in interior design, studio practice, historical research and writing, museum and gallery careers, teaching at the community college level, and form a foundation for advanced graduate study in M.F.A. and Ph.D. programs beyond our institution.

Mission Statement: College of Arts and Humanities

The College of Arts and Humanities provides a diverse student population with the communication skills, humanistic values and cultural awareness that form the foundation of scholarship. The college offers intellectual and artistic programs that engage students and faculty and the community in collaboration, dialogue, and discovery. These programs help preserve, illuminate and nourish the arts and humanities for the campus and for the wider community.

II. Goals and Objectives Common to the Areas of Study within the Master of Arts in Art Degree Program

(CG): Common Goals

The following goals and objectives guide the curriculum for each of the areas of study in the M.A. in Art Degree Program (Studio Art, Art History, Art Education, and Interior Design.) The graduate curriculum is intended to extend student knowledge beyond that of the baccalaureate degree, of the principles, theories, and applications of art and design as a way of fostering creative thinking, critical inquiry and knowledge of art and the ability to produce it in a historical, social, and cultural analysis.

CG1. To further elevate and enhance aesthetic judgment and critical thinking skills with regard to art and design.

Common Goal Objectives 1 (CGO1)

Students should be able to:

- CGO1.1 Demonstrate the ability to analyze, synthesize, and evaluate art and design and its related literature at an advanced level.
- CGO1.2 Demonstrate the ability to analyze and apply the perceptual and conceptual elements of art and design in visual, verbal and written form at an advanced level.
- CGO1.3 Demonstrate the ability to evaluate the aesthetic principles of art and design in visual, verbal, and written form at an advanced level.

CG2. To develop an advanced level of competence in art and design practice and production that shows an awareness of professional standards appropriate to the field.

Common Goal Objectives 2 (CGO2)

Students should be able to:

- CGO 2.1 Display technological proficiency within the area of focus.

- CGO 2.2 Demonstrate comprehension and application of the terminology, tools, materials, and processes of art and design utilized within the field of study.
- CGO 2.3 Demonstrate advanced skills in visual analysis, synthesis, and application of art and design methods and processes.

CG3. To further expand knowledge of multiple social and cultural traditions, issues, and histories and of art and design.

Common Goal Objectives 3 (CGO3)

Students should be able to:

- CGO 3.1 Demonstrate and apply advanced knowledge of the history of art and design, and the historical context of art.
- CGO 3.2 Expand knowledge of multi-social and cultural aspects in relation contemporary issues in art and design.
- CGO 3.3 Demonstrate advanced skills in research, reflection and evaluation of art and design forms and theories.

CG4. To recognize, experience, and maintain currency in the visual arts and design.

Common Goal Objectives 4 (CGO4)

Students should be able to:

- CGO 4.1 Demonstrate an advanced understanding of major artistic movements and contemporary issues of art and design.
- CGO 4.2 Demonstrate an awareness and application of emerging technologies in art and design with regard to area of focus.

CG5. To increase awareness of the relevance of the visual arts and design within the context of our society.

Common Goal Objectives 5 (CGO5)

Students should be able to:

- CGO 5.1 Evaluate and maintain an awareness of the values of art in our society.
- CGO 5.2 Demonstrate continued participation in art's advocacy in our society.

III. Graduate Course Goals and Objectives Matrix

Graduate Courses	Goals/Objectives		
	Introduced	Reinforced	Met
Art 220T Topics in Studio			
Art 230 Seminar in Art Theory		CGO 1.1, 1.2, 1.3, 3.1, 3.2, 3.3, 4.1, 5.1	CGO 1.1, 1.2, 1.3, 3.1, 3.2, 3.3, 4.1, 5.1, 5.2
Art 240 Seminar in Art Studio		CGO 1.3, 2.1, 2.2, 2.3, 3.2, 4.1, 5.1	CGO 1.3, 2.1, 2.2, 2.3, 3.2, 4.1, 5.1
Art 241 Graduate Painting		CGO 1.3, 2.1, 2.2, 2.3, 3.2, 4.1, 4.2, 5.1,	CGO 1.3, 2.1, 2.2, 2.3, 3.2, 4.1, 4.2, 5.1
Art 253 Graduate Sculpture		CGO 1.3, 2.1, 2.2, 2.3, 3.2, 4.1, 4.2, 5.1,	CGO 1.3, 2.1, 2.2, 2.3, 3.2, 4.1, 4.2, 5.1
Art 260 Seminar in Art History		CGO 1.1, 1.2, 1.3, 3.1, 3.2, 3.3, 5.1, 5.2	CGO 1.1, 1.2, 1.3, 3.1, 3.2, 3.3, 5.1, 5.2
Art 290 Independent Study			
Art 298 Project			CGO 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.3, 4.1, 5.1
Art 299 Thesis			CGO 1.1, 1.2, 1.3, 3.1, 3.2, 3.3, 5.1, 5.2

IV. Assessment and Outcomes

Assessment Activities

The assessment activities in place already in our graduate program maintain high standards of quality and act as feedback checkpoints for the students and faculty, assessing various student outcomes appropriate to each level and described below. In summary, once a student has been admitted to the Division of Graduate Studies there are four levels of assessment in the master's degree program: *The Departmental Screening Review*, the *Graduate Writing Requirement*, *Advancement to Candidacy*, and *Project or Thesis*. At each level, student work is assessed by faculty to ensure that students are on the right track according to departmental and university standards and expectations.

Departmental Screening Review

Once admitted to the university, students must successfully complete the Departmental Screening Review in order to gain Classified Standing as a graduate student in our department. The Screening Review is considered the most significant indicator of a student's quality, interest, ability, and ambition. In a screening review, each candidate meets with a committee of three graduate faculty members in his/her intended area of study. The purpose of the interview is to review portfolio or written work and to address the theoretical, historical, and formal issues relevant to the student's art or written work. Candidates are expected to demonstrate continuing evidence of dedication to their art or research, especially if they have been out of school for a number of years. Candidates are expected to articulate an understanding of their own creative work, process, and/or research, as well as articulate a direction of study that they wish to pursue as a graduate student. Students are allowed to screen as early as their last semester of their senior year,

and may go through an interview more than once if their screening committee feels that they need additional preparation before embarking on graduate work.

Graduate Writing Requirement

Our second method of assessment is the Graduate Writing Requirement, recently revised (Fall 2004) and approved as part of our curriculum. All graduate students are advised to enroll in either ART 230: *Graduate Seminar in Art Theory* or ART 260: *Graduate Seminar in Art History* within their first or second semester after acceptance into our program. The GWR is fulfilled as a written component (research paper) of either course listed above. The research topic is chosen in collaboration with the instructor and is relevant to topics presented in the course. The instructor is responsible for evaluating the finished research paper according to a rubric designed by the graduate faculty. (See Appendix II for the complete *Graduate Writing Requirement Policy*.)

Advancement to Candidacy Interview

After completion of twelve units (including ART 230 or ART 260), students may apply to Advance to Candidacy; the third method of assessment in our program. The student meets with a committee of three graduate faculty members to review current work and to assess readiness to begin ART 298 (Project) or ART 299 (Thesis). At this time, the student is expected to have accomplished enough of his/her work to virtually guarantee completion of the program. Throughout this process, students work closely with their chosen graduate advisors, mentors, and/or committee chairs.

Project or Thesis and Orals (Committee Review)

As a culminating activity, graduate students must complete their final 2 – 6 units in either ART 298 (Project) or ART 299 (Thesis). The coursework of ART 298 consists of the creation and installation of original works of art of the highest quality produced while engaged in the graduate program. The Project Report, a written evaluation of the project, including illustrations and documentation of research, is required to support the exhibition, and explores such issues as significance of the work, objectives, methodology, evaluation, and conclusions. Students are asked to submit a slide portfolio (or digital) of their Project Exhibition, and a bound copy of their Project Report to be kept on file in the slide library. The coursework of ART 299 consists of the preparation, completion, and submission of a thesis for the master's degree in accordance with university guidelines for thesis preparation. Students are asked to submit a bound copy of their thesis to be kept on file in the slide library. In both activities, students work very closely with a three-member committee throughout the process, including a final evaluation of the finished work by the student's project or thesis committee at the end of the semester, in which the student is asked to orally defend his/her work before the committee.

Other Assessment Activities—Alumni Survey

Since the last program review, our department has created a survey to be given to recent graduates, as well as one to be given out to employers in the community, as a way of gaining insight into ways to improve our program with regard to student learning and outcomes, program curriculum and development, and student employment opportunities. Due to unforeseen obstacles—funding constraints, a serious problem with office staff

turn-over during the past seven years including the unexpected death of our administrative secretary, changes in graduate coordinators; at least 5 changes in the past seven years, and loss of faculty—the surveys have not yet been sent out and information has not yet been gathered. We are aware of this issue, and plan to distribute the surveys at the end of the spring 2005 semester, to be repeated at the end of each academic year, and to assess the data during the following fall.

V. Graduate Writing Requirement

All students enrolled in Master's degree programs at California State University-Fresno are required to demonstrate competence in written English before applying for Advancement to Candidacy. In the Department of Art & Design, this requirement will be fulfilled as a component of one of the following courses: ART 230: *Graduate Seminar in Art Theory* or ART 260: *Graduate Seminar in Art History*. The Department of Art & Design understands the significance of recognizing writing competency as early as possible in their program. Thus, students will be advised to complete either ART 230 or ART 260 within the first or second semester of admission into the program.

Overview

All candidates for the Master of Arts Degree will demonstrate graduate-level writing proficiency by satisfactory completion of a scholarly paper given as an assignment in either ART 230: *Graduate Seminar in Art Theory* or ART 260: *Graduate Seminar in Art History*. The written work will be evaluated using a 4-point scoring rubric, where writing proficiency is recognized by a score of a "3" or higher in each of the following areas: Style and Format, Mechanics, and Content and Organization. Students who are not successful in demonstrating writing competency will be advised in remediation methods by the Graduate Writing Requirement Review Committee. Remediation methods may include, but are not limited to, enrollment in a developmental writing program, tutoring at the CSUF Writing Center, additional course work, and/or independent study, as a way of bringing writing skills up to graduate standards in a timely fashion.

The Graduate Writing Requirement

According to university policy, graduate students are expected to develop writing skills that are commensurate with society's expectations of persons who hold advanced degrees and to develop the ability to write in formats and styles appropriate to their discipline. Graduate students will reflect these goals by selecting, in collaboration with their instructor, an original academic theme to investigate on a topic relating to course content, and by writing a scholarly analysis on the chosen topic that is 10-12 pages in length. The paper will follow conventions for style and format that are chosen by the instructor of the course (MLA or chosen equivalent). The student's writing sample should demonstrate:

- a) Comprehensibility;
- b) Clear organization and presentation of ideas;
- c) An ability to arrange ideas logically so as to establish a sound, scholarly argument;
- d) Thoroughness and competence in documentation;
- e) An ability to express in writing a critical analysis of existing scholarly/professional literature in the student's area of interest; and
- f) An ability to model the discipline's overall style as reflected in representative journals.

Scoring Rubric for the Master of Arts Graduate Writing Requirement

<u>Scoring Level</u>	<u>Style and Format</u>	<u>Mechanics</u>	<u>Content and Organization</u>
4—Exemplary	In addition to meeting the requirement for a “3,” the paper is consistent with MLA or equivalent throughout. The paper models the language and conventions used in related scholarly/professional literature. It would meet guidelines for MLA publication	In addition to meeting the requirements for a “3,” the paper is essentially error free in terms of mechanics. Writing flows smoothly from one idea to another. Transitions help establish a sound scholarly argument and aid the reader in following the writer’s logic.	In addition to meeting the requirements for a “3,” the paper excels in organization and presentation of ideas related to the topic. It raises significant issues or ideas which may not have been represented in the literature cited. Would serve as a good basis for further research on the topic.
3—Accomplished	While there may be minor errors, MLA or equivalent conventions for style and format are used consistently throughout the paper. Demonstrates thoroughness and competence in documenting sources; the reader would have little difficulty referring back to cited sources. Style and format contribute to the comprehensibility of the paper. Models the discipline’s overall journalistic style.	While there may be minor errors, the paper follows normal conventions of spelling and grammar throughout. Errors do not interfere significantly with comprehensibility. Transitions and organizational structures such as subheadings are used which help the reader to move from one point to another.	All requirements for the paper are followed. The topic is timely and carefully focused. Major points related to the topic are clearly outlined and ideas are logically arranged to present a sound scholarly argument. The paper is interesting and holds the reader’s attention. Does a creditable job summarizing related literature.
2—Developing	While some MLA or equivalent conventions are followed, others are not. The paper lacks consistency of style and/or format. It may be unclear which references are direct quotes and which are paraphrased. Based on the information provided, the reader would have some difficulty referring back to cited sources. Significant revisions would contribute to the comprehensibility of the paper.	Frequent errors in spelling, grammar (such as subject/verb agreements and tense), sentence structure and/or other writing conventions make reading difficult and interfere with comprehensibility. Writing does not flow smoothly from point to point; lacks appropriate transitions.	While the paper represents the major requirement, it is lacking in substantial ways. The content may be poorly focused or the scholarly argument may be weak or poorly conceived. Major ideas related to the content may be ignored or inadequately explored. Overall, the content and organization needs significant revision to represent a critical analysis of the topic.
1—Beginning	MLA or equivalent conventions are not followed. Fails to demonstrate thoroughness and competence in documentation. Lack of appropriate style and format make reading and comprehensibility problematic.	Paper contains numerous errors in spelling, grammar, and/or sentence structure which make following the logic of the paper extremely difficult.	Analysis of existing scholarly/professional literature on the topic is inadequate. Content is poorly focused and lacks organization. The paper’s topic is unclear.

VI. Survey Forms for Alumni, Employers and Graduate Schools

Please see the survey forms for alumni, employers, and graduates schools attached at the end of this document.

VII. Five Year Timeline

2005

- Graduate Program Departmental Webpage to be complete
- Graduate Guide Revised
- Full-time, tenure-track position (Computer Art & 3-D Animation)
- Full-time, lecturer position (Photography)
- Distribute surveys to recent graduates and employers

2006

- Analyze survey findings
- Slide library staff position filled
- Gallery Coordinator position filled
- Informational and/or recruitment meetings at community colleges
- Graduate Brochure developed

2007

- Development of more cooperative efforts with other academic programs
- Research development of Visiting Artist/Lecturer Series
- Full-time, tenure-track positions (2) sought (Ceramics)
- Full-time, tenure-track position sought (Photography)
- Curriculum development to attract more students (Printmaking, Photography, Ceramics)
- Continued distribution and analysis of surveys
- Informational and/or recruitment meetings at community colleges

2008

- Research development of Visiting Artist/Lecturer Series
- Full-time tenure-track Gallery Coordinator position sought
- Continued distribution and analysis of surveys
- Informational and/or recruitment meetings at community colleges
- Research funding and possibilities for studio space for graduate students

2009

- Research of M.F.A. Program
- Research development of Visiting Artist/Lecturer Series
- Continued distribution and analysis of surveys
- Informational and/or recruitment meetings at community colleges
- Research funding and possibilities for studio space for graduate students

2010

- Research of M.F.A. Program
- Development of Visiting Artist/Lecturer Series
- Continued distribution and analysis of surveys
- Informational and/or recruitment meetings at community colleges
- Studio space for graduate students

Table 3
MAJORS IN EACH DEPARTMENT

FALL 2000 to FALL 2004

College & Dept	2000		2001		2002*		2003		2004	
	Ugrd	Grad	Ugrd	Grad	Ugrd	Grad	Ugrd	Grad	Ugrd	Grad
AGRI SCI & TECH	1,122	114	1,086	109	1,034	113	1,038	105	1,108	95
Ag Economics	241	2	233	2	213	1	195	1	192	-
Animal Sci & Ag Ed	298	14	287	11	275	24	279	22	332	21
Child, Fm & Con Sci	176	12	195	10	205	9	206	11	220	5
Food Sci & Nutrition	140	45	136	41	150	36	147	31	125	26
Industrial Tech	106	21	112	27	102	25	108	22	115	23
Plant Science	161	20	123	18	89	18	83	11	67	10
Viticulture & Enology	-	-	-	-	-	-	20	7	57	10
ARTS & HUM	1,479	317	1,657	331	1,814	315	1,916	308	1,880	265
Art & Design	328	43	374	47	390	46	444	45	461	35
Communication	119	16	157	19	209	25	221	19	213	11
English	292	114	314	113	329	95	318	113	303	92
Foreign Lang & Lit	75	46	96	48	101	39	97	35	103	39
Linguistics	19	31	33	30	36	27	45	33	52	24
Mass Comm & Journ	372	26	369	33	410	39	412	29	383	22
Music	150	35	158	36	170	42	203	33	188	41
Philosophy	53	1	79	1	88	1	85	-	95	-
Theatre Arts	71	5	77	4	81	1	91	1	82	1
CRAIG SCHL BUS	2,308	190	2,443	179	2,517	184	2,622	196	2,588	142
Accountancy	266	14	226	8	250	6	192	3	216	8
Entrepreneurship	20	-	30	-	52	-	36	-	53	-
Finance & Bus Law	111	1	121	-	156	-	146	1	140	1
HRM	58	1	73	4	72	2	65	1	63	1
Info Sys & Dec Sci	209	12	214	11	208	1	134	-	112	1
International Bus	36	-	37	-	39	-	43	-	43	-
Legal Environment	19	-	15	-	15	-	13	-	10	-
Management	136	2	138	3	176	-	134	-	134	-
Mktg & Logistics	133	-	137	-	224	-	171	-	175	1
Real Estate	15	-	17	-	18	-	13	-	20	-
Craig MBA Program	-	131	-	132	-	155	-	166	-	114
Pre-Business	1,305	18	1,435	8	1,307	20	1,675	25	1,622	16
Business	-	-	-	-	-	-	-	-	-	-
Other Postbach	-	11	-	13	-	-	-	-	-	-
EDUC & HUM DEV	2,392	1,454	2,393	1,385	2,534	1,541	2,418	1,491	2,034	1,296
Coun & Special Ed	-	363	-	378	-	371	-	340	-	351

Table 4
MAJORS IN EACH DEPARTMENT
SEEKING MASTER'S DEGREE OR DOCTORATE

FALL 2000 to FALL 2004

College & Department	2000		2001		2002*		2003		2004	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
AGRI SCI & TECH	17	43	29	38	17	39	24	37	29	37
Animal Sci & Ag Ed	-	-	-	-	-	-	-	-	4	2
Child, Fm & Con Sci	4	5	3	3	-	5	5	2	1	2
Food Sci & Nutrition	5	9	7	13	4	13	4	15	5	13
Industrial Tech	2	17	13	12	8	14	9	10	13	10
Plant Science	6	12	6	10	5	7	4	7	2	8
Viticulture & Enology	-	-	-	-	-	-	2	3	4	2
ARTS & HUM	119	95	113	118	106	117	101	130	104	111
Art & Design	15	7	15	13	7	14	7	15	8	11
Communication	7	8	8	8	1	20	4	12	2	7
English	47	35	38	41	47	34	47	58	49	40
Foreign Lang & Lit	16	6	13	13	7	13	3	10	16	11
Linguistics	16	13	21	8	21	6	21	10	12	11
Mass Comm & Journ	12	12	13	16	15	16	10	15	9	13
Music	6	14	5	19	8	14	9	10	8	18
CRAIG SCHL OF BUS	43	88	59	73	62	79	74	74	54	65
Accountancy	-	-	-	-	-	-	-	-	2	4
Craig MBA Programs	43	88	59	73	62	79	74	74	51	61
Finance & Business Law	-	-	-	-	-	-	-	-	1	-
EDUC & HUM DVLP	239	320	295	341	273	324	271	334	336	309
Coun & Special Ed	166	113	184	122	189	137	195	125	238	105
Ed, Re, Admin, & Fnd	38	80	71	79	73	57	62	69	82	69
Ed, Interdepartmental	7	42	21	52	6	44	8	50	11	37
Joint Doctorate	24	7	15	21	1	27	-	29	1	40
Lit & Early Ed	4	78	4	67	4	59	6	61	4	58
ENGR & COM SCI	35	62	52	77	62	81	87	78	79	66
Civil	4	8	5	10	5	10	6	7	7	10
Computer Science	29	43	37	55	47	59	56	64	53	37
Elec & Computer Engr	2	2	6	5	9	5	23	5	15	14
Mechanical	-	9	4	7	1	7	2	2	4	5

Table 9
DEGREES: WHAT IS OUR OUTPUT?
1999-00 TO 2003-04

College & Department	1999-00		2000-01		2001-02		2002-03*		2003-04	
	Bach	Mast	Bach	Mast	Bach	Mast	Bach	Mast	Bach	Mast
AG SCI & TECH	204	10	254	11	253	12	236	16	226	17
Ag Economics	42	-	52	-	57	-	53	-	52	-
Animal Sci & Ag Ed	42	-	52	1	47	-	64	-	33	-
Child Fm & Con Sci	29	-	46	2	56	3	46	2	52	1
Food Sci & Nutrition	29	2	35	1	30	2	18	3	33	1
Industrial Tech	28	5	18	3	25	-	29	7	29	11
Plant Science	34	3	51	4	38	7	26	4	19	3
Viticulture & Enology	-	-	-	-	-	-	-	-	8	1
ARTS & HUMANITIES	347	65	342	62	393	63	380	54	420	61
Art & Design	53	3	51	5	78	5	79	3	77	2
Communication	30	4	42	8	44	3	45	6	41	5
English	76	23	94	22	79	20	81	13	95	24
Foreign Languages & Lit	25	7	21	2	22	5	20	6	42	1
Linguistics	15	9	8	12	10	12	8	6	14	13
Mass Comm & Journ	106	11	74	9	105	11	98	12	92	10
Music	14	8	22	4	20	7	17	8	24	6
Philosophy	15	-	10	-	21	-	18	-	20	-
Theatre Arts	13	-	20	-	14	-	14	-	15	-
CRAIG SCHL OF BUS	458	45	446	44	471	39	421	46	470	40
Accountancy	113	-	106	-	90	-	78	-	77	-
Entrepreneurship	6	-	11	-	6	-	18	-	22	-
Finance & Bus Law	67	-	47	-	61	-	44	-	62	-
HRM	47	-	28	-	39	-	18	-	31	-
Info Sys & Dec Sci	57	-	82	-	100	-	90	-	77	-
International Bus	31	-	20	-	11	-	20	-	12	-
Legal Environment	9	-	10	-	4	-	6	-	5	-
Management	57	-	57	-	68	-	51	-	81	-
MBA	-	45	-	44	-	39	-	46	-	40
Mktg & Logistics	64	-	76	-	78	-	93	-	96	-