

**Department of Art + Design**  
Outcomes Assessment Report & Plan  
Effective Spring 2007

Prepared by:  
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Submitted:  
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Plan reviewed and approved by  
all department faculty members present  
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## I. Introduction:

We believe it is important for the Assessment Committee to understand how the Department of Art + Design integrates assessment at two essential points of transition in our program before Outcomes Assessment in the senior year: 1) at the conclusion of the freshman foundation program and 2) during the junior year of study. These two major assessment gates in our program set the stage for our Senior Outcomes Assessment and provide the basis for the high quality goals we've set for our graduating students. While a foundation review is an accepted standard in many university art and design programs, the cohesiveness of our program is especially distinctive. Our foundation curriculum is truly a program in every sense of the word – an interrelated sequence of courses – and not just a listing of independent core courses. This approach raises the standard for quality and therefore the expectations for our review process. The junior review assesses student progress from the sophomore and junior years of study. At this point, a student will have completed two years of study in his/her major. The primary purpose of the junior review is to approve the student into the senior year of study, especially Senior Thesis Portfolio. This review is unusual for university art and design programs, but it is a significant factor in focusing our senior students for their final year of study and contributes to the high quality of student work. All seven full-time faculty and several part-time faculty are involved in every assessment procedure and resulting decisions. Co-Chairs Arlon Bayliss and Kevin Rudynski are responsible for coordinating the assessment events. Kevin Rudynski is responsible for the review of collected data and reporting of assessment outcomes. Section II is a detailed accounting of the foundation, junior reviews, and current Senior Assessment. An assessment report (Section III) and plan for Senior Outcomes Assessment (Section IV) completes this report.

## II. Department Approach to Assessment:

### I) Freshman Foundation Review:

#### ► Methodology:

This review occurs at the completion of the seventeen-hour Freshman Foundation Program, most typically at the end of the second semester freshman year. This review assesses the progress of a student primarily through the evaluation of a visual portfolio and secondarily a written portfolio. The visual portfolio consists of work produced in five studio and theory courses. The written portfolio consists of journal writings and formal papers from both history and studio courses. The visual portfolio is evaluated on the following criteria: skill development, theoretical understanding, research, and historical knowledge.

The written portfolio is evaluated on the following criteria: Research, knowledge of subject, skill of writing, and evidence of independent inquiry.

A student presents the portfolio before a faculty panel, usually the seven full-time faculty and several part-time faculty who teach foundations courses. The 30-minute review includes a prepared written statement by the student followed by questions and discussion. The review is public and open to all faculty and students in the university. Parents frequently attend reviews. At the conclusion of the review, the faculty vote on the student portfolio in one of three ways: pass, probation, or fail. This portion of the review is done in private without the student present.

#### ► Assessment Tool: (See Appendix A)

A review form is completed by all faculty for each student, which is then collected, copied and sent to the student along with a cover letter from the chair informing the student of the review outcome. The review form provides a simple rubric to respond to specific disciplines and skills represented in the portfolio along with areas for written responses and comments. The faculty have worked together to develop a shared understanding of the goals and expectations for performance of a freshman student completing a year of study and this meets a standard that is well understood and common among university art and design programs. The following is a brief definition of the scale used on the review form.

- + {Above average understanding
- ✓ {Average but acceptable understanding
- {Below average understanding – in need of additional work and development

#### ► Outcomes:

- Pass: A student is eligible to proceed to the introductory level of study within the majors offered by the department
- Probation: The letter from the chair summarizes the faculty panel decision and the recommended course of action for the student. The student is typically directed to focus on the area(s) of concern in the portfolio by retaking the relevant course(s) from the foundation sequence. Upon the completion of a semester of additional study, the student portfolio is re-reviewed by the faculty panel. At this time a student may pass, but if the areas of weakness are not satisfactorily addressed, then the probation may continue, or a non-acceptance is implemented.

- Fail: This option is never implemented in the first review; occasionally, after a second review. The primary reason why it is never implemented in the first review is because of the intensiveness of our foundation program and the close involvement of our faculty with students as they progress through the individual courses. Faculty usually intervene when a student is profoundly struggling in coursework and will advise a student not to go before the review panel. Additionally, because the program is intensive students struggling with coursework realize for themselves that they may be in the wrong discipline of study.

► Findings: Base upon five years of tracking

83% of students pass the review upon the first review

57% of students who do not pass the first review decide to not to continue in our department

100% of the remaining students who continue in our department pass the re-review (2<sup>nd</sup> review)

Revisions to courses within the foundations program are ongoing, and are implemented based upon sub-committee reviews of coursework. The sub-committees consist of the faculty who collaboratively teach specific coursework i.e. Color Theory, 2-Dimensional Design, Drawing, and 3-Dimensional Design. Additional revisions to foundation coursework stem from Senior Outcomes Assessment. See the report of senior outcomes assessment implemented in 2006 in Section II.

## 2) Junior Review:

► Methodology:

This review typically occurs two semesters in advance of the semester of graduation, usually in the second semester junior year. This review assesses a students' progress from sophomore and junior years of study in a specific discipline of study, with the primary objective to determine a students' preparedness for Senior Portfolio Thesis. A student portfolio consisting of both visual and written work is assessed. The visual portfolio usually consists of work from six to eight introductory and intermediate studio courses, and the written work from three history courses as well as ongoing journal writing. The portfolio is evaluated from the following concerns: quality of studio work, quality of written work, quality of research, substantive evidence of a sustainable focus and inquiry. Students are provided with an outline of Junior review expectations in the Student Handbook (See Appendix B).

A student presents the portfolio before a faculty panel, usually the seven full-time faculty and several part-time faculty. The 45-minute review includes a prepared written statement by the student followed by questions and discussion. The review is public and open to all faculty and students in the university. Parents frequently attend reviews. At the conclusion of the review, the faculty vote on the student portfolio in one of two ways: pass or continuation. This portion of the review is done in private without the student being present.

► Assessment Tool: (See Appendix C)

Every faculty completes a review form for each student, which is then collected, copied and sent to the student along with a cover letter from the chair informing the student of the review outcome. The review form covers four areas of focus for the faculty to evaluate in a narrative approach. The faculty has worked together to develop a shared understanding of the goals and expectations for a junior student in preparation of senior studies. Essentially the faculty is expecting a student to have achieved the basic studio skills, theoretical understanding, and demonstrated involvement in concepts appropriate within their chosen discipline. Furthermore, the faculty expects a student can outline projects that investigate a focused and sustainable area of inquiry for their senior year.

► Outcomes:

- Pass – a student has sufficiently addressed each of the four evaluation areas and provided a clear proposal for their senior study and is approved for Senior Thesis Portfolio.

- Portfolio Continuation – a student has significant weaknesses in one or more of the four evaluation areas and/or is unable to articulate a plan for senior work. Faculty evaluation forms along with a letter from the chair summarizes the faculty panel decision and the recommended course of action. The student is typically directed to focus on the area(s) of concern in the portfolio by continuing work in directed special projects or retaking specific courses within their area of specialization.

Upon the completion of a semester of additional study, the student must request to have their portfolio re-reviewed by the faculty panel. At this time a student may pass, but if the concerns are not successfully addressed, then the portfolio may be remain on Continuation. The majority of portfolio continuations are resolved after the first re-review. It is rare that a second decision of continuation occurs, but in the few instances it has occurred we have worked closely with the student to find a solution within the university that has lead to a successful graduation.

- Findings: Based upon a 4 year sampling
  - 73% of students pass upon the first review
  - 93% of students pass upon the second review

Revisions to courses within the introduction and intermediate levels of the program are ongoing, and are implemented based upon the individual assessments of discipline specific faculty. Additional revisions to introduction and intermediate coursework stem from Senior Outcomes Assessment. See the report of senior outcomes assessment implemented in Section II.

### 3) Senior Assessment:

Assessment has been limited to final grades given by the two faculty teaching ARTS 4950 Senior Thesis Portfolio course. This assessment evaluates the products required for this course. Products include the portfolio of visual and written products including slides, video, digital files of visual work; printed documentation of student autobiography, thesis, resume and professional respondent evaluation. The evaluation also includes the public exhibition of visual work and oral thesis presentation. Both the exhibition and public presentations are professionally videotaped, along with student and faculty interviews. All of these materials are collected into binders and kept in the department resource center. At this time there are twelve years of senior records in our resource center. They are a resource for both faculty and students. This documentation stands as a visual record of the increasing quality of graduating senior portfolios and an important visual reference for our department assessment procedures. See Section II for a recent assessment that led to the outcomes assessment plan in Section III.

## III. An Assessment Report:

From May through August 2005, full-time faculty Arlon Bayliss, Kathleen Dugan, Jason Knapp, Brad McKinney, and Kevin Rudynski met to discuss concerns that each had for the outcomes of our graduating senior portfolios. There had been growing concern on the part of each faculty that it was time to reevaluate the work our seniors produced in the capstone course ARTS 4950 Senior Thesis & Portfolio. We began with evaluating the objectives of this course and re-examined our priorities for students completing the program. What follows is a summary of the observations, questions, responses, and plans for revisions to our department curriculum.

### A. Course specific concerns raised

- Concern: A progressive growth of responsibilities on students are having a detrimental impact on the time students have available to work on their portfolio, visual and written..
- Question: Have we lost focus on the priorities we initially set forth at the inception of the course? Visual Portfolio, Written thesis, Exhibition, Public presentation
- Question: What responsibilities can the department assume? i.e. slides, space, video, outlining responsibilities for space preparation, outlining criteria for respondents
- Response: The faculty established anew the priorities of ARTS 4950 course (See pyramid diagram in Appendix D)  
The department will assume responsibility for locating exhibition space, slide and video documentation to assist students in focusing on their portfolio work  
Develop Respondent Guideline / contract form

### B. What we observe about final student portfolios, resulting questions, and responses:

- Concern: The majority of our students are not writing a thesis i.e. Students are too self-focused and lacking in scholarly research/production
- Question: What is our goal for the students' writing experience?
- Responses: Implement an inquiry based approach to student portfolio work (See Scholarly Research Question outline Appendix E)  
Focus Junior review toward inquiry based approach utilizing Scholarly Research Question (SRQ)
- Concern: Students struggle to articulate what they are working on in studio practice
- Question: What approaches into studio practice can be better implemented to assist students in this area?
- Responses: Implement SRQ approach to studio practice  
Coordinate the written and studio production during the final semester through

concerted efforts to link ARTS 4950 with ARTS 4650/4660 Special Projects and improve faculty interactions within these courses  
Introduce implementation of SRQ initiative within Junior review to sophomore and junior students  
Implement SRQ initiative in application process for ARTS 3940 Advanced Studio Projects & ARTS 4650/4660 Special Projects (Appendix F)  
Develop a department bibliography resource for student research

Concern: Students continue to lack in basic writing skills, research methodology and critical analysis

Question: How are we preparing students for the advanced writing experience?

Response: Make adjustments in the focus of writing projects in ARTS 2500 Art Theory & Criticism and other Art History courses to address basic writing issues and SQR initiative

Concern: Pre-Thesis Course isn't assisting students in their preparation of writing products

Question: Does meeting with 4950 seniors help or hinder their progress?

Response: Develop a separate meeting time for Pre-Thesis course with more focused requirements

Focus of course will be on developing writing products: autobiography, research exemplars, research question narrative, articulation of a clear research question for senior paper

Pre-Thesis students should continue to work with graduating seniors on thesis activities

Invite guest faculty to offer feedback on student writing

Concern: Lack of final comprehensive senior evaluation procedure

Question: What is the best approach to assessing senior portfolios in manner that isn't too time intensive and useable for reporting purposes?

Responses: All faculty evaluate and assess the final senior portfolios/require faculty signatures for final approval utilizing evaluation criteria from the Junior Review (See Appendix G)

Require senior paper respondents to assess the seniors' final portfolio using a simple evaluation form (See Appendix H)

Include in our assessment other existing tools for senior level coursework i.e. internships, student Teaching, summer study programs

#### C. Additional changes in department curricula:

- As a part of our freshman orientation, which we hold before classes begin, conduct a faculty presentation at the Indianapolis Museum of Art (IMA) which introduces the Systematic Research Question and Scholarly Taxonomy, and includes exemplars from the museum collections.
- Introduce IMA based research projects in freshman through junior history courses.

### IV. Plan for Senior Outcomes Assessment (To be implemented Spring 2007)

#### Goal I (Knowledge):

Graduating seniors will demonstrate a strong theoretical foundation in their chosen area of specialization.

Objective: One hundred percent of graduating seniors will receive an average of 3 or higher score on the senior thesis portfolio review.

Methodology: The assessment for this goal is accomplished through both internal and external reviews. In the senior's final semester, a faculty review panel will evaluate the following products presented for the senior thesis portfolio in conjunction with the senior exhibition and public presentation of senior paper:  
1) visual portfolio and, 2) written senior paper using the tool included in Appendix G. Additionally, a review by an external professional reviewer of the visual portfolio and written thesis using the tool included in Appendix B may be included.

Data Analysis: In case students do not perform as expected, program modifications will be made to place increased emphasis on these areas.

**Goal 2 (Skill):**

Graduating seniors will demonstrate a basic professional competence in their chosen area of specialization.

- Objective: One hundred percent of graduating seniors will receive an average of 3 or higher score on the senior portfolio review.
- Methodology: The assessment for this goal is accomplished through both internal and external reviews. In the senior's final semester, a faculty review panel will evaluate the following products presented for the senior thesis portfolio in conjunction with the senior exhibition and public presentation of senior paper:  
1) visual portfolio and, 2) written senior paper using the tool included in Appendix G. Additionally, a review by an external professional reviewer of the visual portfolio and written thesis using the tool included in Appendix H may be included.  
We will also include specific review forms used in the various major internship requirements or student teaching. These will supplement the information collected from the senior thesis portfolio review.
- Data Analysis: In cases where aspects of a senior portfolio is considered weak, the faculty will then review the individual cases and determine if the deficiencies are attributable to weaknesses in the program, and if so, how these weaknesses might be addressed.

**Goal 3 (Values/Attitudes):**

Graduating senior's portfolios will demonstrate serious intellectual inquiry in self-understanding and the value of their contribution to the community of visual artists.

- Objective: One hundred percent of graduating seniors will be able to articulately reflect on how their program of study has helped them grow in self-understanding and inform their work in the visual arts.
- Methodology: At the end of the senior portfolio thesis semester, seniors will write a comprehensive learning evaluation critically assessing their work and contributions to the learning community. See outline for Final Senior Student Learning Assessment in Appendix I.
- Data Analysis: Faculty will simply respond affirmatively or negatively on the quality of reflection in the student response and track significant student observations over time. These observations will be used to inform our thinking about curriculum modifications.

### **Definitions for rubric values on assessment tools included in this plan:**

The following definitions are derived from the collective educational and professional experiences of the faculty of the Department of Art + Design and additionally reflect the values we hold central to our mission here at Anderson University.

1 – Poor: Failed to develop a portfolio that meets minimal standards for professional practice or graduate level study. Lack of a clearly articulated line of inquiry in portfolio work; significant problems in research, conceptual development, execution and presentation of work

2 – Below Average: Some or all work is below an acceptable standard for continuing onto professional practice or graduate level studies. Confused inquiry in portfolio i.e. lack of correlation between studio practice and senior paper, inconsistent research, conceptual development, execution and presentation of work

3 – Average: All work meets an acceptable standard for professional practice or graduate level study. Reasonable evidence of a clear and consistent line of inquiry in portfolio work; research, conceptual development, execution and presentation meet appropriate standards

4 – Above Average: All work meets an acceptable standard for professional practice and or graduate level study. Some work exceeds typical graduating senior level work. Clear evidence of a sustained line of inquiry that leads to meaningful work in all aspects of execution in the portfolio

5 – Excellent: All work meets and exceeds an acceptable professional standard for professional practice or graduate studies, and includes meaningful contributions to the respective discipline of study represented in the portfolio. Clear evidence of a sustained line of inquiry that leads to meaningful work in all aspects of execution in the portfolio.

APPENDIX A

Foundations Portfolio Review Form

FOUNDATION REVIEW/RE-REVIEW . Faculty Evaluation/Feedback . department of art + design at anderson university

Name _____	Date of Review	Submitted Statement	Pass
	Major	Transcript	Probation
	Graduation Date	Complete Portfolio	Fail
		1st Review	Re-review

key: (+) = strong (√) = average (-) = weak

Quality of Portfolio	Drawing	2-D Design	3-D Design	Color Theory & Application
Overall understanding of formal concepts:				
Composition				
Spatial Development				
Proportion				
Line Quality				
Value Use				
Color Use				
Observational skill				
Sensitivity to materials				
Craft				
Evidence of Research Question (s)				
Evidence of project development				
Historical awareness in studio work				

Quality of Written/Oral Presentation	Journal Use	Sketchbook Use
Summary Comments		

Faculty Signature / Date

## APPENDIX B

### Junior Review Guidelines

## Advanced and Senior Projects Review

Students who have successfully completed the Foundations Review, as well as the appropriate first and second levels of studio work in the major area should plan to apply for the Advanced and Senior Projects Review two semesters in advance of the final semester of studies. The review should be arranged initially by the student in cooperation with her / his faculty advisor.

**[SPECIAL NOTE: A student who has previously had her or his proposal for Senior projects accepted by review, but who has had to delay the stated semester for graduation must expect to be reviewed again when the change in schedule becomes effective. Also, any student wishing to make a substantial change in the proposal may be asked to participate in another review by direction from the faculty.]**

**The review serves two primary purposes. First, it serves as an occasion for the student and the entire Department faculty to reach an agreement about proposed senior projects. Success in the review also entitles the student to enroll for Senior Portfolio and Thesis in the appropriate semester.**

**It is generally advised that majors plan to complete the student teaching semester one semester in advance of that in which they schedule Senior Portfolio and Thesis. The experience of our majors has shown that it is extremely difficult for any student to give the proper attention to both student teaching and final projects in the same semester. In addition, majors are better equipped to write about their teaching goals in the Senior Thesis after completing the**

## Advanced and Senior Projects Review (Continued)

For the review each student should present, in consultation with the faculty advisor:

- 1. Works from all studio courses since foundations. Be prepared to highlight work pertaining to planned senior work and set apart work central to your ongoing interests.**
- 2. Copy of current transcript.**
- 3. Writing portfolio from Theory and Criticism, history surveys; any additional relevant papers.**
- 4. All recent journals and sketchbooks.**
- 5. A review statement which discusses the nature of the proposed senior studies in accord with the following outline:**

- I. Purpose Statement – What question(s) motivate your interest in this project? Include a narrative about the background of your question(s).
- II. Research – Provide two or three scholarly exemplars, and an annotated bibliography.

- III. Project (s) Outline – Describe how you plan to investigate your research question(s) in terms of the work you are proposing. Explain how you are prepared to work with the proposed media and tools in your project.

### Review Outcomes:

- A. Students whose proposals are accepted, may register for all of the final sequence of courses in consultation with their faculty advisors.**
- B. Students whose proposals are not accepted will be continued in the program with direction from the faculty about additional coursework and an appropriate semester for resubmitting to an Advanced and Senior Projects Review.**
- C. Students resubmitting because of a schedule change in graduation or because of a substantial change in a previously approved proposal, may either have the changes accepted outright, or asked to meet new criteria in light of the changes.**
- D. In rare circumstances, a student may be judged unable to fulfill the remaining program requirements, and barred from further work in the major. Students under these circumstances may consult with the chair about possible appeals.**

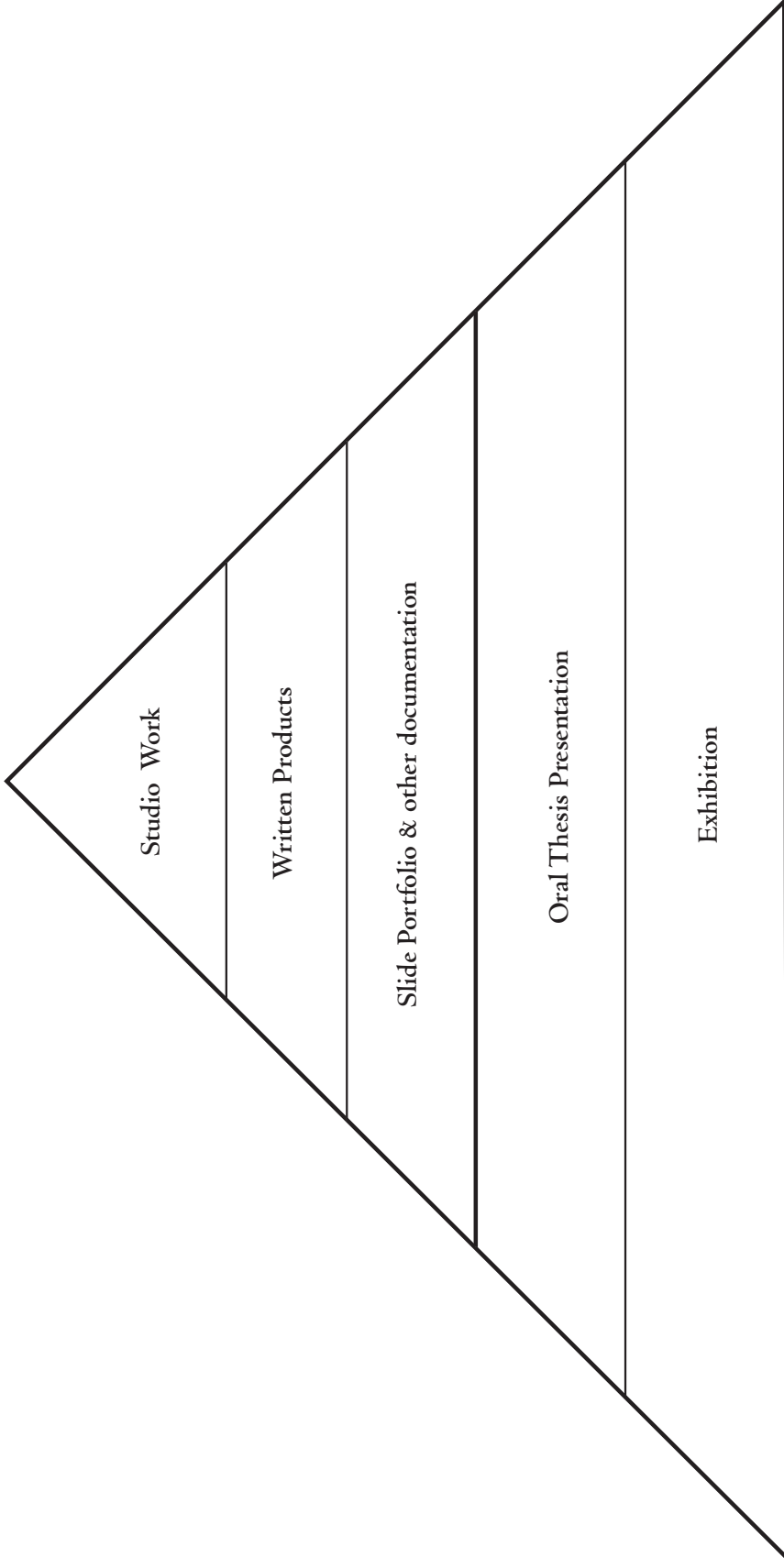
APPENDIX C

Junior Portfolio Review Form



APPENDIX D

ARTS 4950 Senior Thesis Portfolio course  
Priorities Pyramid



Senior Thesis Portfolio Priority Diagram

APPENDIX E

Scholarly Research Question  
(SRQ)

## Development of Scholarly Research Question

Inquiry Based Approach to Programmatic Work:

Studio Practice and Written Portfolios

What do you do when you don't understand something? Question origin of interests.

Forming questions is basic – not reproduction of what we already know

Scholarship – “Freedom of Inquiry”

Systematic Research Questions:

- I. A clear and concise sentence stating research question
2. Question Narrative: A brief account 1-2 paragraphs of how one came to question - a premier question is a sign of personal interest
3. Annotated Bibliography- must demonstrate scholarly research for question
4. Source guide of visual artist works – a brief list of particular works of art

Personal Research Question: A Scholarly Taxonomy

- I. Bibliography – Scholarly field
- II. Research Summary – Scholarly Area
- III. Scholarly Exemplars

## APPENDIX F

### ARTS 3940 Advanced Studio Projects Guidelines

# Proposal Form: ARTS 3940 Advanced Studio Projects Course

You must use the following form to prepare your proposal for the faculty:

Title of Project

Your Name

Course Number

Credit Hours: 3

Date of Proposal

Semester

I. Purpose Statement What question(s) motivate your interest in this project? Include a narrative about the background of your question(s).

II. Research Provide two or three scholarly exemplars, and an annotated bibliography.

III. Objectives Define two to three objectives to be accomplished in your project work. These objectives must be measurable. (Example: Design and print three posters by the end of the semester that explore different approaches to typography used by Russian Constructivist designers)

IV. Project (s) Outline Describe how you plan to investigate your research question(s) in terms of the work you are proposing. Explain how you are prepared to work with the proposed media and tools in your project.

V. Evaluation Criteria Establish criteria for the evaluation of your work. These are related to the Objectives you established in Part III. Also include an appraisal of how the content is manifested in the form and media you employed.

Your proposal is the basis which the faculty will decide on the acceptance of your project.

Include with your proposal three to five visual examples of your current work.

Before your advisor can register you in ARTS 3940 Advanced Project Seminar, you must receive approval from the faculty and upon approval, get a PIN registration number from the department office.

Revised 11.15.05

Faculty Approval 11.09.05

APPENDIX G

Senior Portfolio Outcomes Review  
Faculty Form

**SENIOR PORTFOLIO OUTCOMES REVIEW . Faculty Evaluation/Feedback . department of art + design at anderson university**

<b>Student</b>	<b>DATE</b>	<b>TRANSCRIPT REVIEWED</b>	<b>YES</b>	<b>NO</b>
	<b>MAJOR</b>	<b>PORTFOLIO APPROVED</b>	<b>YES</b>	<b>NO</b>

**Quality of Visual Portfolio**

CIRCLE ONE	POOR	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE	EXCELLENT
<b>SCHOLARLY RESEARCH</b>	1	2	3	4	5
<b>CONCEPTUAL QUESTION</b>	1	2	3	4	5
<b>SKILL &amp; CRAFT</b>	1	2	3	4	5
<b>IDENTIFY SIGNIFICANT STRENGTHS</b>					
<b>IDENTIFY SIGNIFICANT WEAKNESSES</b>					

**Quality of Writing Portfolio**

CIRCLE ONE	POOR	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE	EXCELLENT
<b>SCHOLARLY RESEARCH</b>	1	2	3	4	5
<b>EVIDENCE OF INQUIRY</b>	1	2	3	4	5
<b>TECHNICAL SKILL</b>	1	2	3	4	5
<b>IDENTIFY SIGNIFICANT STRENGTHS</b>					
<b>IDENTIFY SIGNIFICANT WEAKNESSES</b>					

**Would you consider this senior a viable candidate for either professional practice or graduate studies?**

Please briefly explain your answer.

<b>Faculty Reviewer:</b>	<b>Date:</b>
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## APPENDIX H

Senior Thesis Portfolio Review  
Professional Respondent Form

**SENIOR THESIS PORTFOLIO REVIEW** . Professional Respondent Review . *department of art + design at anderson university*

<b>Student</b>	<b>DATE</b>
	<b>MAJOR</b>

**Quality of Visual Portfolio**

CIRCLE ONE	POOR	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE	EXCELLENT
<b>SCHOLARLY RESEARCH</b>	1	2	3	4	5
<b>CONCEPTUAL QUESTION</b>	1	2	3	4	5
<b>SKILL &amp; CRAFT</b>	1	2	3	4	5

**IDENTIFY SIGNIFICANT STRENGTHS**

**IDENTIFY SIGNIFICANT WEAKNESSES**

**Quality of Writing Portfolio**

CIRCLE ONE	POOR	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE	EXCELLENT
<b>SCHOLARLY RESEARCH</b>	1	2	3	4	5
<b>EVIDENCE OF INQUIRY</b>	1	2	3	4	5
<b>TECHNICAL SKILL</b>	1	2	3	4	5

**IDENTIFY SIGNIFICANT STRENGTHS**

**IDENTIFY SIGNIFICANT WEAKNESSES**

**Would you consider this senior a viable candidate for either professional practice or graduate studies?**

Please briefly explain your answer.

<b>Reviewer:</b>	<b>Organization:</b>	<b>Date:</b>
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APPENDIX I

Final Senior Student Learning Assessment

This personal learning evaluation is an opportunity to critically appraise your learning experience in this program. Your thoughtful reflection will be used by the department to assess department goals and objectives for graduating seniors. Please utilize the following information for preparing your evaluation

1. Include your name, major, advisor, date
2. Please use a word processing program to prepare your response
3. Please provide a printed paper and PDF version of your response

Include at least the following criteria when preparing your assessment:

- A) A critical appraisal of your senior portfolio of work, written and visual. Describe your discoveries, successes, remaining challenges? Include in this section an assessment of the quality of your personal products and collaborative products.
- B) What did you contribute to the department learning community? University community? Anderson community?
- C) Have you completed all of the university graduation requirements at this time? If not, what coursework remains?
- D) In light of what the program requires, reflect on the requirements and operational procedure of the capstone experience of ARTS 4950 Senior Thesis Portfolio.
- E) Who was most important to your learning experience? Explain how they contributed to your learning?
- F) What are your plans post graduation? Are you planning to work or pursue additional study related to your major in visual arts?

The above is a starting point for your response, be sure to include other important thoughts and ideas as you write.

Thank you for your thoughtful consideration in this endeavor.