

DESIGN: Fibers BS Assessment Plan

October 4, 2010

Student Learning Objectives	Courses Contributing to Achievement of Objectives	Assignments That Provide Evidence of Achievement of Objectives	Measures/Criteria/Rubrics of Student Achievement of Goals/Objectives	Time Table	Changes Planned/Made Based on Assessment Findings
Design: Demonstrate a mastery of the use of the elements and principles of design as illustrated through advanced problem solving abilities.	DES 444	Projects produced by graduating seniors	Senior portfolio and/or exhibition	2011	
Craftsmanship: Demonstrate a mastery of advanced skills in the use of the tools, techniques, and processes to produce work from concept to finished object.	DES 444	Projects produced by graduating seniors	Senior portfolio and/or exhibition	2011	
Aesthetics: Demonstrate a mastery of the aesthetic use of raw materials.	DES 444	Projects produced by graduating seniors	Senior portfolio and/or exhibition	2012	
Creativity: Demonstrate a mastery of imaginative and creative problem solving abilities	DES 444	Projects produced by graduating seniors	Senior portfolio and/or exhibition	2012	
Conceptual Development: Demonstrate a mastery of referential, ideation, and concept leading to individual expression through a cohesive body of work.	DES 444	Projects produced by graduating seniors	Senior portfolio and/or exhibition	2013	
Historical Perspective: Demonstrate an understanding of the history of the chosen medium and the place of design and its related areas in the history of art and society including contemporary perspectives.	FAR 104 DES 312	Critical analysis of art and design theories by juniors	Essay, final exams, journals in DES 312; sample compiled over 3 years	2013	
Professional Practice: Demonstration of a sophisticated level of artistry through completion of a final project related to the exhibition of creative work and/or professional portfolio.	DES 444	Projects produced, portfolio	Senior portfolio and/or exhibition	2013	
Business Practice: Functional knowledge of applicable portfolio and business practices	DES 444	Completed portfolio, resume, satisfactory senior exhibition applications	Examination of production completed in DES 444	2013	

Fibers BS Assessment Rubric

Student Learning Objectives	Exceeds Standard	Meets Standard	Approaches Standard	Below Standard
Design: Demonstrate a mastery of the	Work must exhibit a mastery of the use of the elements and	Work must exhibit an above average mastery of the use	Work exhibits an average mastery of the use of the	Work exhibits a below average mastery of the use

Student Learning Objectives	Exceeds Standard	Meets Standard	Approaches Standard	Below Standard
use of the elements and principles of design as illustrated through advanced problem solving abilities.	principles of design resulting in exceptionally created objects	of the elements and principles of design resulting in the creation of above average objects	elements and principles of design resulting in the creation of average objects	of the elements and principles of design resulting in the creation of below average objects
Craftsmanship: Demonstrate a mastery of advanced skills in the use of the tools, techniques, and processes to produce work from concept to finished object.	Work must exhibit a mastery of tools and techniques resulting in an exceptionally crated object	Work is above average in execution with few areas that exhibit a need for more refinement but usually satisfactory overall	Work is average in execution with multiple areas that exhibit a need for more improvement but often satisfactory overall	Work exhibits a lack of refinement that illustrates a need to return to the object for further work, perhaps even a redo
Aesthetics: Demonstrate a mastery of the aesthetic use of raw materials.	Work exhibits a well defined understanding of the relationship between the idea the materials used and the form represented	Work exhibits an average understanding of the relationship between the idea the materials used and the form represented	Work exhibits a cursory understanding of the relationship between the idea the materials used and the form represented	Work exhibits a lack of cursory understanding between the materials used and the form represented
Creativity: Demonstrate a mastery of imaginative and creative problem solving abilities	Work exhibits a strong understanding between the concept and the technical information used to ideate and build the object	Work exhibits an average understanding between the concept and the technical information used to ideate and build the object	Work exhibits a cursory understanding between the concept and the technical information used to ideate and build the object	Work exhibits a lack of cursory understanding between the concept and the technical information used to ideate and build the object
Conceptual Development: Demonstrate a mastery of referential, ideation, and concept leading to individual expression through a cohesive body of work.	The work exhibits a well honed mastery of aesthetic and technical knowledge that has developed to a point where an individual style is apparent within the work	The work exhibits an average mastery of aesthetic and technical knowledge that shows considerable development to where an individual style is apparent within the work	Work exhibits a basic mastery of aesthetic and technical knowledge that shows some development to where an individual style is apparent within the work	The work exhibits a lack of basic mastery of aesthetic and technical knowledge that has not developed to a point where an individual style is apparent within the work
Historical Perspective: Demonstrate an understanding of the history of the chosen medium and the place of design and its related areas in the history of art and society	The student has a very good understanding of the historical content and context of the fibers arena and can place these contextually into the history of craft and its relationship to design from a	The student has an average understanding of the historical content and context of the fibers arena and can place these contextually into the history of craft and its relationship	The student has a cursory understanding of the historical content and context of the fibers arena and can place these contextually into the history of craft and its relationship to design from a	The student lacks understanding of the historical content and context of the fibers arena and cannot place these contextually into the history of craft and its relationship to design from a contemporary

Student Learning Objectives	Exceeds Standard	Meets Standard	Approaches Standard	Below Standard
including contemporary perspectives.	contemporary perspective	to design from a contemporary perspective	contemporary perspective	perspective
Professional Practice: Completion of a final project related to the exhibition of creative work and/or professional portfolio.	Student has developed a personal style that defines his aesthetic and technical ability well enough to put together an exhibition of his work, design and create a portfolio of his work.	Student has developed a personal style that somewhat defines his aesthetic and technical ability well enough to put together an exhibition of his work, design and create a portfolio of his work.	Student has begun to develop a personal style that somewhat defines his aesthetic and technical ability well enough to put together a basic exhibition of his work, design and create a portfolio of his work.	Student has not begun to develop a personal style that defines his aesthetic and technical ability well enough to put together an exhibition of his work, design and create a portfolio of his work.
Business Practice: Functional knowledge of applicable portfolio and business practices.	Student has developed a thorough knowledge of applicable portfolio and business practices.	Student has developed a competent knowledge of applicable portfolio and business practices	Student has developed a beginning knowledge of applicable portfolio and business practices	Student has not developed a beginning knowledge of applicable portfolio and business practices.

*The goal of mastery in student learning outcomes is established for both the B.F.A and the B.S. However, it would be anticipated that more B.F.A. students would exceed standard (achieve mastery) than B.S. students would exceed standard, due to talent, commitment and more advanced studio work. Most B.S. students would likely approach standard or meet standard, but they would not typically exceed, due to fewer advanced studio classes and more elective courses. This wide range of evaluative options allows for B.S. students with talent and motivation to strive for high levels of achievement within the context of the B.S. program and be recognized accordingly.