

**Program Level Outcomes Assessment Plan**

Program Name/College: MFA Imaging Arts/College of Imaging Arts & Sciences

<b>Program Goals</b>	<b>Student Learning Outcomes</b>	<b>Academic Program Profile</b>	<b>Data Source/Measure Curriculum Mapping</b>	<b>Benchmark</b>	<b>Timeline</b>	<b>Data Analysis Key Findings</b>	<b>Use of Results Action Items and Dissemination</b>
<b>1.Prepare</b> students to acquire professional critical-thinking and visual problem-solving skills within a global perspective	1.Develop cognitive and visual language skills in Imaging Arts.  2.Participate in a critical dialog within a global context.	<input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Ethical Reasoning <input checked="" type="checkbox"/> Integrative Literacies <input checked="" type="checkbox"/> Global Interconnectedness <input checked="" type="checkbox"/> Creative/Innovative Thinking	CIAS-PHGR-702 Imaging Core I  Term Paper  Course-embedded assignment/rubric	90% of students will meet or exceed the standard on written and visual language skills assignments	Collection: annually  2012 cycle  Faculty teaching course assesses the depth and significance of work	Analysis: Program Faculty  Key Findings calculate % of students who met or exceed the standard	Review benchmark Share information with faculty  List changes for implementation
<b>2.Provide</b> students with the aesthetic, conceptual and technical skills to develop a professional-level artistic practice	1.Create/produce a cohesive body of work.  2.Analyze and assess images.	<input checked="" type="checkbox"/> Critical Thinking <input type="checkbox"/> Ethical Reasoning <input checked="" type="checkbox"/> Integrative Literacies <input checked="" type="checkbox"/> Global Interconnectedness <input checked="" type="checkbox"/> Creative/Innovative Thinking	CIAS-PHGR-702 Imaging Core I  Portfolio  Course-embedded assignment/rubric	90% of students will meet or exceed the standard of the portfolio project	Collection:  2012 cycle  Annually MFA faculty conduct a half-candidacy Work-in-Progress review in the fall and a full candidacy Walkthrough review in the spring.  Spread sheet for data collection	Analysis: Program Faculty  Key Findings to calculate % of students who met or exceeded the standard	Review benchmark Share information with faculty  List changes for implementation
<b>3.Integrate</b> aesthetic, historical, and theoretical perspectives into the conception, application and practices of the Imaging Arts	1.Interpret images within an historical and contemporary framework.  2.Demonstrate the ability to research independently and write critically.	<input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Ethical Reasoning <input checked="" type="checkbox"/> Integrative Literacies <input checked="" type="checkbox"/> Global Interconnectedness <input checked="" type="checkbox"/> Creative/Innovative Thinking	CIAS-PHGR-701 CIAS-PHGR-703 Histories and Aesthetics of Photography – I & II  Term Papers Oral Presentation  CIAS-PHGR-721 Research Core Thesis Proposal draft Work in progress	90% of students will meet the standards of writing in this field.	Collection:  2012 cycle  Faculty teaching the course evaluates the depth and significance of the historical research and its applications	Analysis: Program Faculty  Key Findings Calculate the % of students who met or exceeded the standard  Faculty teaching course	Review benchmark Share information with faculty  List changes for implementation

<p><b>4. Create and refine</b> a significant body of visual work supported by intellectual inquiry.</p>	<p>1. Demonstrate the ability to create a visual thesis supported by research.</p>	<p><input checked="" type="checkbox"/> Critical Thinking  <input type="checkbox"/> Ethical Reasoning  <input checked="" type="checkbox"/> Integrative Literacies  <input checked="" type="checkbox"/> Global Interconnectedness  <input checked="" type="checkbox"/> Creative/Innovative Thinking</p>	<p>CIAS-PHGR-890 Thesis</p> <p>Production of a thesis exhibition, written document and oral defense.</p> <p>Spreadsheet for data collection</p>	<p>90% of students will produce a significant body of work for a thesis exhibition, written document, and oral defense.</p>	<p>Collection: Annually 2012 cycle</p> <p>Data collected in fall</p>	<p>Analysis: Program coordinator</p> <p>Key Findings</p> <p>determine if students met the thesis criteria for graduation</p> <p>% of students who met or exceeded expectations</p> <p>% who did not meet expectation</p>	<p>Review benchmark goals</p> <p>For next assessment cycle, refine rubrics to align with SLOA</p>
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