

Art - Master of Fine Arts

Current Compliance Year: 2023-2024

Mid-Cycle Review

Recent Recommendations

Feedback will include recommendations from the last Expedited Review or from your most recent review by your school or college. You may not see any feedback or recommendations until you have completed your first full or mid-cycle review.

Response to Previous Recommendations (if any):

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Student Learning Outcomes

The previous Student Learning Outcomes Assessment has been submitted as its own report. Going forward you will use the following prompts to discuss the success of your most recent SLOA plan and address your assessment activities since your last SLOA report (typically the past two years or since your last program review).

Learning outcomes feedback from last review:

Feedback will be provided once you have completed a full or mid-cycle review.

Discuss your SLOA findings, changes you are making and what you hope to see as a result:

Along with the Graduate School's regular assessment outline on their website, the department examines the learning outcomes assessment through the MFA Non-thesis Research/Project ART F698. This entails 3 main components, a solo exhibition of the student's art that includes an in-person full faculty review with the student, a public presentation of research/creative activity, and an e-portfolio submission. Each full-time faculty assesses all three criteria goals; communication, visual and written; skill and technique; and critical thinking. Within the communication category, visual and written, faculty assess the thesis report, artist's statement, artist biography, artwork, and public presentation. For the skill and technique evaluation faculty evaluate the artwork and exhibition with five criteria: craft, creativity, design, interconnection of artwork, and exhibition logistics.

When compiling the data the department uses a 1-5 scale, 1=poor 2=fair 3=average 4=good, and 5=excellent. The department found an overall mean average of 4.5, halfway between good and excellent. The department credits the high rating to the intensive mentoring within the program which requires students to meet with their committee at least once a semester and participate in the MFA group exhibition annually.

Discuss the curricular changes made based on assessing your SLO. If you haven't made any curricular changes, please explain why not and address what you did notice in the review, including strengths of your curriculum through the assessment of your outcomes:

This year, we made several changes to the MFA program (the terminal degree for studio art). We added ART 688 Professional Practices for Visual Artists as a requirement. Previously this course had been an option for the degree but not required. This course will assist students in preparing for a career in the arts and help them build the skill sets they will need upon graduation. We also added six credits of ART F691 Fine Art Seminar. The Fine Art Seminar is a one-credit course that was developed to address a lack of higher-level critique experience in the BFA and MFA programs. MFA students will now have to take this course every semester that they are in the program. This course will also aid in the development of a cohort between BFA and MFA students.

Are communication outcomes embedded in the SLOA Plan?

As of 2017 all Baccalaureate programs were required to embed the communication outcomes within their SLOA Plans, this is optional for non-Baccalaureate programs.

Embedded

Student Success

To access the Student Success Dashboard please sign into a UA computer with VPN connection (if not on campus). You will need your UA credentials and it is best accessed with the most updated version of Chrome, Edge, Firefox or Safari browsers; Internet Explorer is not supported. You will need to filter the data to see your programs. If you need assistance in finding the data for your programs, please contact your data liaison or Julia Manfredini in the PAIR office.

Data Liaisons

Each school or college has a team of Data Liaisons to help you analyze the data provided in the portal and may be able to help you see your data in multiple contexts. You can find a list of data liaisons on the resources page for Program Review.

The college or school level committee will also have access to this data with the goal that by providing these visualizations data availability will be increased.

Data supplied within the dashboard linked below is intended for Academic Program Review and not for any other purpose.

Student Success Data Dashboard

Previous Feedback

Feedback will be provided once you have completed a full or mid-cycle review.

Student Success Data Trends: (please indicate the trends that apply to your program)

No change in majors, No change in degrees awarded, No change in SCH, Decrease in pass rates, Decline in persistence

If equity gaps were found in any of your disaggregated student success data, please explain how you plan to address those gaps. Please contact your data liaison or make an appointment with Julia Manfredini to learn more about analyzing your data.

The MFA in visual art program is limited by the facilities. We restrict enrollment to 10 students, the maximum our MFA studio facility can accommodate. With such a small sample size no discernable equity gaps could be found within the data provided.

Optional Data Explanation

Feel free to share more of your thoughts on the data provided.

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High Impact Practices

According to the AAC&U, High-Impact Educational Practices “have been widely tested and have been shown to be beneficial to college students from many backgrounds.” UAF is particularly interested in Undergraduate Research and/or Scholarly Activity because it is one of our mission fulfillment indicators, but all of these researched High-Impact Educational Practices should be reflected in your program’s student learning outcomes and curriculum.

Previous Feedback

Feedback will be provided once you have completed a full or mid-cycle review.

High-Impact Practices Used in this Program

Please use the following fields to discuss how your program is using the high-impact practices, successes and known issues and solutions, or ways you are considering incorporating them in the future. If you are not using any of the high-impact practices listed, please use the “Other or None of These,” field to share what your program is doing to help students be successful.

High Impact Practices that currently apply to your program:

Capstone Courses and Projects,ePortfolios,Diversity/Global Learning

Collaborative Assignments & Projects

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Undergraduate Research

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Diversity/Global Learning

The Department of Art is committed to diversity and global learning. The department is home to the Native Art Center, a program that was started in 1965, and established as a means of getting students from rural Alaskan communities into UAF. Students can take classes within the Center as part of their degree fulfillment like Alaska Native Art Studio. The department also regularly offers several courses offering a global perspective, such as a specialty seminar on Modern Japanese Art. The department continues its ongoing efforts for inclusion and diversity by fostering a culture of respect, and inclusivity within the program.
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ePortfolios

As part of the MFA project (ART 698), students submit an e-portfolio which includes a thesis report, an artist bio, a statement, a resume, and then a selection of images of artwork from the solo exhibition, both individual pieces and installation images. All full-time faculty members review the e-portfolios as part of our assessment process.

First-Year Seminars & Experiences

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Writing-Intensive Courses

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Service-Learning and/or Community-based Learning

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Internships

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Capstone Courses & Projects

The Department of Art uses a MFA project (ART 698) as the primary assessment tool for the program. This entails 3 main components, a solo exhibition of the student's art that includes an in-person full faculty defense with the student, a public presentation of the research/creative activity, and an e-portfolio submission. The e-portfolio contains images of the exhibition and individual work and a copy of their project report, an artist statement, biography, and CV.. The intent of the project is to assure graduates have the tools necessary to become professional artists or academics.
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Other or None of these (explain)

Each year Students are required to participate in the Annual MFA group exhibition. This ensures students have multiple opportunities to work on professional presentation skills and refine their artist statements. All faculty members review the exhibition and provide feedback. The Art Department offers graduate teaching assistants the opportunity to be an instructor of record upon approval of the faculty. Two faculty observe each TA's classes every semester and provide feedback on their teaching skills.

Submission**Submitter & Collaborator Names**

Da-ka-xeen Mehner Zoë Marie Jones J. Jason Lazarus Wendy Croskrey Sasha Bitzer Miho Aoki

Submitter Email

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College or School Review Committee

The college or school committees set the tone for helping each program feel seen during this process. We have provided you with strength-based feedback tags to attach to this program review. Please select as many as applicable.

Overall Recommendations

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Explanation of Recommendations

Some of the comments for the Art BA, Art BFA, and Art MFA are the same because much of the information shared in program reviews were identical or very similar. In particular, the committee noted the SLOs are identical for three programs in Art. It is essential that different programs have different outcomes - if students are intended to learn the same things, how are the programs differentiated? Something to resolve, per some of the guidance below, for the full program review in two years.

The review panel acknowledges the time and effort that went into preparing the mid-cycle program review for the Art MFA program. The review panel appreciated that the program has SLOs with appropriate measures of student learning and provided a well-developed narrative for each of the HIPs (high-impact practices).

Learning Outcomes Feedback

Requires Minor Revision

Student Learning Outcomes Assessment Feedback (tags)

Strong alignment with SLOA plan,"Clear, concise presentation of findings"

Student Learning Outcomes Assessment Feedback (narrative)

The program provided 4 SLOs for the Art MFA SLOA plan. All SLOs are appropriate as measures of student learning. In addition, there is evidence that program faculty are working collaboratively on assessing SLOs. The review panel offers the following recommendations to improve upon the program's SLOAs:

- For SLO #4 (Critical Thinking), rubrics are listed as under development. It appears that critical thinking is included in the BA capstone project rubric, so the program should update the SLOA plan to reflect that.

- Per guidance from the NWCCU for accreditation purposes, they recommend that degree programs have between 3-5 SLOs per program (keeping 4 SLOs would meet that requirement).

Provide well-developed rubrics and artifacts.

- Please remove individual student information from the artifacts to avoid disclosing FERPA protected information).

- Additional clarity could be provided on how the data are used to assess the SLOs

- The Google sheet listing the rubric scores was difficult to read. For future reviews, it might be helpful to summarize some of the key findings from the rubrics beyond the overall scores.

Following NWCCU guidance, SLOA plans must emphasize "closing the loop" and continuous improvement, ensuring each SLO within the plan is assessed individually to verify alignment with program objectives. If a SLO fails to produce the expected assessment outcome, adjustments to SLO language, substantial changes to the SLO, or revisions to data collection rubrics are necessary to ensure alignment and facilitate program improvement.

Student Success & Equity Feedback

As the program explains, the MFA is a small program, so it is difficult to draw conclusions based on the provided data. The program explains that they are limited by facilities to no more than 10 students at a time and are close to or at that capacity for most years.

The program discussed adding courses to address needs in visual arts and critical thinking. In preparation for the full program review, the program will need to evaluate these changes to determine if they are having the desired impact. As stated, these curricular changes were not directly linked to the SLOA process (and will need to do so).

High-Impact Practices Feedback

The program identified diversity/global learning, capstone courses/projects, and ePortfolios as HIPs. A narrative was provided for each HIP, but it was not clear where these HIPs fit into the program or if all students are required to complete them to meet graduation requirements.

Artwork presentation to refine exhibition skills and evaluation of artwork by an external professional artist was listed as an additional HIP.

While the program provided descriptions of the HIPs and where they fit into the program, they could have been tied more clearly to the SLOA process. The review panel recommends including examples to demonstrate/highlight each HIP.

The review panel recognizes that the HIPs employed by the Art program are all positive and meaningful in preparing students to enter the workforce.

UNIVERSITY OF ALASKA FAIRBANKS
Student Learning Outcomes Assessment Plan
Art Department - Master of Fine Arts

College of Liberal Arts

September 26, 2016

Expanded Statement of Institutional Purpose	Intended Objectives/Outcomes	Assessment Criteria and Procedures	Implementation (what, when, who)
MISSION STATEMENT: The Art Department encourages independent, original, creative and critical thinking skills. The Department prepares professionally oriented students for careers and provides a more general appreciation of subject matter for other students enrolled in liberal arts or elective study. The Department is committed to developing students' abilities to investigate and interpret how art communicates the ideas of a culture. The Department provides exhibitions	Communication: Visual - graduates will be able to analyze, interpret, contextualize, evaluate, and create visual materials in both physical and digital formats with well-articulated formal and conceptual choices. Oral/Written - graduates will be able to express ideas in a coherent, logical, and compelling way, both orally and in writing.	Critiques/Portfolio Review/Exhibitions Presentations/Papers	Visual record of graded artwork/documentation of exhibitions/MFA folders/critique rubrics Filmed MFA presentations, collection of written papers and exams, MFA project reports
	Skill and Technique - graduates will be able to produce works of art or design that demonstrate comprehensive knowledge of their particular area of	Critiques/Portfolio Review/Exhibitions	Visual record of graded artwork/documentation of exhibitions/MFA folders/critique rubrics

and cooperates with other arts sponsoring organizations. In addition, the Department provides cooperative cultural and educational projects for the benefit of students, the university, the local community, and beyond. GOAL STATEMENT: To assure that graduates are prepared to be contributing members of society capable of functioning as working artists.	study and indicate their capacity to succeed as creative professionals. Students will have a basic understanding of design.		
	Critical Thinking - Demonstrate critical thinking skills including the ability to distinguish between and use rational, intuitive, and critical thinking processes and to construct meaning using visual information. Being able to challenge convention. Students will be able to place their work in a historical and global context.	Artist statements/ Exhibition proposals/ Art history assignments	Rubrics under development/MFA 15-hour review/MFA committee meetings