

## Capstone I AY16 Program Review: Program Outcomes and Capstone Assignment Alignment

### ART

#### Program Outcomes

##### The Art Program and the University's Mission

The art program actively contributes to the aesthetic and conceptual dialogue that is visual art, both on campus and throughout the region. Through a broad and diverse selection of artistic experiences students develop as critical thinkers and producing artists with a firm awareness of both historic and contemporary issues within the field. Eastern Oregon is an area where communication between communities or across continents is often conducted visually, through printed materials or an online presence. The art program at EOU serves as a guide to visual literacy, equipping students with the analytical ability to both decode and understand the imagery surrounding them, as well as hone their skills to employ this medium for their own means as an effective and engaging tool of personal communication.

#### Program Learning Outcomes

Students who successfully complete the requirements for a B.S. or a B.A. Degree in Art will demonstrate the following outcomes:

- **Critical and Creative Thinking:** apply critical and creative thinking strategies to problem solving allowing them to demonstrate their knowledge of personal aesthetic and conceptual intentions as well as their work's relationship to various cultural contexts and historical and contemporary cultural perspectives
- **Inquiry:** foster intuition and imagination to develop intellectual curiosity and an ability to pursue self-directed problem-solving, using relevant research and expertise and appropriate materials and methodology. Recognize that a commitment to artistic endeavor can enrich and add meaning to an individual's life
- **Applied and Integrated Learning:** demonstrate an applied working knowledge of the elements and principles of design with an understanding of the relationship between conceptual intentions and formal choices. Exhibit in-depth skills in a broad range of disciplinary activities, and function professionally within the field of art
- **Communication:** evidence the ability to articulate the comprehensive role of the visual arts in society, and evidence the ability to effectively communicate in both written and verbal form.

## **Capstone Assignment**

### **Art Program Capstone Exhibition Assignment**

This capstone project will consist of a cohesive body of original art work exhibited in the Nightingale Gallery. Typically this exhibition is held for two weeks with three to five students participating in each exhibition. Students must collaborate with peers to produce marketing materials (postcard and press release), install artwork, and serve as docents in the gallery for the duration of the exhibition. The work in the exhibition will be documented in a professional manner. Students will participate in individual one-hour verbal critiques of their finished work with the art program faculty. This conversation will cover the impetus for what has been presented, personal and art historical influences, craftsmanship and process, as well as creative possibilities for future exploration and relevant career paths.

Within the body of work produced, the written artist statement that accompanies it, and the verbal capstone critique with the art faculty, students who successfully complete their senior capstone will exhibit:

#### **Critical & Creative Thinking**

1. Ability to apply critical and creative thinking strategies to problem solving.
2. Knowledge of personal aesthetic and conceptual intentions.
3. An understanding of his/her work's relationship to various cultural contexts and cultural and historic perspectives.

#### **Inquiry**

4. The ability to foster intuition and imagination to develop intellectual curiosity.
5. An ability to pursue self-directed problem-solving using relevant research and expertise as well as appropriate materials and methodology.
6. Recognize that a commitment to artistic endeavor can enrich and add meaning to an individual's life.

#### **Applied and Integrated Learning**

7. An applied working knowledge of the elements and principles of design.
8. An understanding of the relationship between conceptual intentions and formal choices.
9. In-depth skills in a broad range of disciplinary activities.
10. The ability to function professionally within the field of art.

#### **Communication**

11. The ability to articulate the comprehensive role of the visual arts in society.
12. The ability to effectively communicate in both written and verbal form.



College of Arts and Sciences

## Art Program Capstone Evaluation

To be returned to the student

Graduating Senior \_\_\_\_\_ Date \_\_\_\_\_

Degree Sought: BA \_\_\_\_\_ BS \_\_\_\_\_

Faculty, please rank and make comments in each of the following categories.  
The senior being evaluated will receive a copy of this form.

This graduating senior demonstrates:

### Critical & Creative Thinking

1. Ability to apply critical and creative thinking strategies to problem solving.

Excellent	+	Average	-	Poor
-----------	---	---------	---	------

2. Knowledge of personal aesthetic and conceptual intentions.

Excellent	+	Average	-	Poor
-----------	---	---------	---	------

3. An understanding of his/her work's relationship to various cultural contexts and cultural and historic perspectives.

Excellent	+	Average	-	Poor
-----------	---	---------	---	------

### Inquiry

4. The ability to foster intuition and imagination to develop intellectual curiosity.

Excellent	+	Average	-	Poor
-----------	---	---------	---	------

5. An ability to pursue self-directed problem-solving using relevant research and expertise as well as appropriate materials and methodology.

Excellent	+	Average	-	Poor
-----------	---	---------	---	------

6. Recognize that a commitment to artistic endeavor can enrich and add meaning to an individual's life.

Excellent	+	Average	-	Poor
-----------	---	---------	---	------

## Applied and Integrated Learning

7. An applied working knowledge of the elements and principles of design.

Excellent	+	Average	-	Poor
-----------	---	---------	---	------

8. An understanding of the relationship between conceptual intentions and formal choices.

Excellent	+	Average	-	Poor
-----------	---	---------	---	------

9. In-depth skills in a broad range of disciplinary activities.

Excellent	+	Average	-	Poor
-----------	---	---------	---	------

10. The ability to function professionally within the field of art.

Excellent	+	Average	-	Poor
-----------	---	---------	---	------

## Communication

11. The ability to articulate the comprehensive role of the visual arts in society.

Excellent	+	Average	-	Poor
-----------	---	---------	---	------

12. The ability to effectively communicate in both written and verbal form.

Excellent	+	Average	-	Poor
-----------	---	---------	---	------

## General Comments

What are this artist's strengths?

What areas need improvement?

Overall Impact of Exhibition

What should \_\_\_\_\_ walk away from this experience knowing?  
(Graduating Senior's Name)

## Closing the Loop Statement

The art program's final capstone assignment requires that students produce and exhibit a cohesive body of art work. Students follow their own path of creative inquiry, problem solve technical issues, research artists and art movements, reflect and refine the work throughout the process. They are also required to produce written statements about the content of their work as well as visually document what they have made in a professional manner. During their capstone exhibition, the art faculty meets each student for an individual critique of their work. This is a personal and in-depth discussion of the process of the artist including: how the work

functions as it has been displayed, what cultural and historical connections can be made, and where the work (and artist) may go next. We feel strongly that this capstone assignment reflects our program outcomes and provides a good measure of student success in our program.

There is language in the program outcomes that could be interpreted as problematic (such as “trust”) and difficult to ascertain. This should be evaluated by the art program in the future. The assignment for the capstone exhibition submitted for this review was altered slightly to include the wording found in the rubric, so as to further clarify faculty expectations to students. We believe the capstone project as assigned and the evaluation of student capstone work, mirror our programmatic outcomes.

Action Plan: N/A