Institutional Effectiveness
2024-2025

Program: Fine Arts BFA
College and Department: College of Fine Arts, School of Art, Craft, & Design
Contact: Kimberly Winkle
Mission:

The mission of the School of Art, Craft & Design is to provide a supportive creative learning environment that cultivates creative aptitudes and skills acquisition, grows cultural, historical, and theoretical knowledge, and develops critical faculties through visual art experiences. Students gain fluency in visual communication, critical thinking, personal expression through the discovery and transmission of knowledge, preparing them to contribute to the visual and social culture of their communities. A unique facet of Tennessee Tech is the School of Art, Craft & Design's satellite campus, the Appalachian Center for Craft, which is dedicated to promoting excellence in American craft by providing access to the highest quality professional education in studio crafts and presenting diverse craft artists, works and events in a community arts context. The ACC's primary function is in support of the academic program as stated in the undergraduate course catalog.

The School of Art, Craft, & Design has developed its degrees in accordance with the guidelines established by the National Association of Schools of Art and Design.

Attach Curriculum Map (Educational Programs Only):
Attached Files: See Appendix 1

PO1: Retention and Graduation

Define Outcome:

The School of Art, Craft, and Design will provide sufficient program support to recruit, enroll, and graduate BFA students.

Assessment Methods:

The Office of Institutional Assessment, Research & Effectiveness provides program-level enrollment and graduation information.

- Enrollment: Enrollment information for the BFA program and each concentration is evaluated by program faculty at the annual faculty meeting.
- Degrees Awarded: Degrees awarded in the BFA program, and each concentration is evaluated by program faculty at the annual faculty meeting.

Criteria for Success (Thresholds for Assessment Methods):

- Enrollment: Maintain 50 students in the Design concentration; Maintain 60 students in the studio concentrations.
- Degrees Awarded: Goal of graduating 20 students annually.

Link to 'Tech Tomorrow' Strategic Plan:

1.C Diversity,3.A Efficiency and Effectiveness,4.B Programs, Certificates, and Training

Results and Analysis:

Results show that enrollment has remained fairly constant in the BFA major. Individual concentration areas have fluctuated with the largest enrollment changes in the design concentration over the years. The addition of the "dual focus" concentration and BS degree are the primary cause for the changes in enrollment the design concentration. Thresholds for success were met for both enrollment and graduation (see attachments). Retention rates for this FY are not yet available. However, the available retention rate report from University IARE shows the lowest retention rate for first-generation students.

- Enrollment: Maintain 50 students in the Design concentration; Maintain 60 students in the studio concentrations.
- Degrees Awarded: Goal of graduating 20 students annually.

Enrollment

Concentration	2020-21	2021-22	2022-23	2023-24	2024-25
Art Education	28	34	29	29	38
Clay	4	5	4	4	5
Design	65	70	78	60	59
Fibers	6	4	3	3	4
Dual Focus	--	--	6	13	16
Glass	7	4	2	5	5
Metals	8	12	11	6	11
Painting	9	7	6	9	8
Wood	9	6	9	8	6

Degrees Awarded

Concentration	2020-21	2021-22	2022-23	2023-24	2024-25	TOTAL
Art Education	7	3	6	6	8	30
Clay	2	2	2	1	2	9
Design	10	12	9	7	10	48
Fibers	3	2	1	1	2	9
Dual Focus	--	--	2	3	1	6
Glass	3	1	--	--	--	4
Metals	--	1	1	1	1	4
Painting	3	--	1	4	1	9
Wood	1	--	2	4	--	7
TOTAL	29	21	24	27	25	126

Use of Results to Improve Outcomes:

Recruit, enroll, and graduate. Ongoing attention is being paid to increase enrollment in all studio concentrations through varied recruitment strategies including high school visits, participation in regional art fairs, and Friday outreach programs. Additionally, the SAC&D Director forwards the weekly admit list to faculty who send individualized e-mails to the new admits in their respective studio areas. These efforts have been effective at maintaining overall BFA enrollment. IARE retention rate results indicate that more effort should be paid to retaining first-generation students. The SAC&D Director will share these results with faculty to discuss ways in which we can engage first-gen students toward the goal of increasing retention.

PO2: Develop and Support Individual Studio Areas

Define Outcome:
The School of Art, Craft, and Design will develop and support individual studio areas to better support student learning through studio upgrades. Desired outcome are studio spaces that are equipped with proper safety apparatus, and fully operational essential equipment.

Assessment Methods:
Assessment in this area will be completed through an annual comparison of the individual studio equipment inventory and condition at the start and end of the AY to determine a repair and replacement plan and address priority needs as the budget can support. Annual Repair and Replacement (R&R) reports exist and are maintained for planning purposes.

Criteria for Success (Thresholds for Assessment Methods):
Benchmark for success is for all studios to have the various safety apparatus and measures in place and operating properly, as well as, have the essential studio equipment in proper working conditions to support student learning. Complete an annual equipment repair and replacement schedule for future planning purposes.

Link to 'Tech Tomorrow' Strategic Plan:

3.A Efficiency and Effectiveness,3.B Endowment for Scholarships

Results and Analysis:
We made significant progress in this area this year due to fundraising success of the Director. R&R reports have not been updated yet, but the following updates have been made:
- Full rebuild of hot glass furnace
- Purchase of 4 new Shimpo Whisper wheels for clay studio
- All new shelving in student workspaces in clay studio.
- Replacement of pump in water fed spray booth in wood studio.
- Replace damaged outdoor metalworking space with a new enclosed metal building.
- Demolish and rebuild of fibers dye kitchen.
- Replace the malfunctioning lathe with new lathe in woodworking studio.
- Replace old worktables with new worktables in the Front Design Room of craft center.
- Purchase 4 new seated easels for drawing studio.
- Replace 20 out-of-date Mac computers with 10 new ones.
- Added new printers and laser engraver in Design Studio.
- Replaced old workbenches/tables in painting studio with new heavy-duty versions.

Use of Results to Improve Outcomes:
Fundraising efforts of the director enabled much of the equipment purchase and replacement. The upgrades contribute to the sustainability of the program by offsetting operating costs which would normally be used to support studio upgrades while also providing high-quality and safe studio spaces for our students which aids their learning.

SLO1: Proficiency with Visual Arts

Define Outcome:

Students graduating with a Bachelor of Fine Arts will demonstrate proficiency with visual arts by successfully mounting a solo exhibit, or design portfolio.

Assessment Methods:

The senior thesis and Design Portfolio process models important professional expectations that studio artists typically experience. In this process, occasionally a student may fail to produce enough work, or work of sufficient quality, and will not receive the minimum grade of "C" in a senior thesis course. The level of accomplishment will be consistent with the NASAD content and competency standards noted for specific baccalaureate degrees in art or design. Students must earn a grade of 'C' or better to meet the threshold of acceptability. Assessment takes place over the course of 2 semesters in individual thesis and/or portfolio meetings with their respective faculty members or faculty committee. Students are assessed on the strength of their progress, conceptual framework, execution and completion. Thesis rubric and portfolio rubric attached. Direct assessment.

Attached Files: See Appendices 2 and 3

Criteria for Success (Thresholds for Assessment Methods):

Threshold of acceptance is 80% of students earning a C or better.

Link to 'Tech Tomorrow' Strategic Plan:

1.A Experiential Learning,1.D High Impact Practices,4.B Programs, Certificates, and Training

Results and Analysis:

100% of students successfully completed senior thesis and portfolio courses.

2024-2025	A	B	C	D	F
Portfolio I	7	7	1		
Portfolio II	5	2	1		
Dual Thesis I & II	1		2		
Dual Thesis III & IV			1		
Painting Thesis I &II	1				
Painting Thesis III &IV	1				
Clay Thesis I & II	1				
Clay Thesis III & IV	2				
Fibers Thesis I & II					
Fibers Thesis III & IV	1	1			
Metals Thesis I & II		1			
Metals Thesis III & IV	1				
Wood Thesis I & II					
Wood Thesis III & IV					
Senior Capstone	2	3	1		

2023-2024	A	B	C	D	F
Portfolio I	3	3	3		
Portfolio II	3	5	2		
Dual Thesis I & II		3	1		
Dual Thesis III & IV		2	1		
Painting Thesis I &II	1				
Painting Thesis III &IV	2	1			
Clay Thesis I & II	1				
Clay Thesis III & IV	1				
Fibers Thesis I & II	1	2			
Fibers Thesis III & IV	1				
Metals Thesis I & II		1			
Metals Thesis III & IV		1			
Wood Thesis I & II	3				
Wood Thesis III & IV	4				
Senior Capstone	6	5			

Use of Results to Improve Outcomes:
The results show that all students have displayed proficiency in the visual arts through successful completion of the capstone experiences in our BFA studio areas. However, we have recently completed evaluation and redesign of the senior thesis experience to provide

additional "touch points" and student accountability measures.   Improvements sought are definition and communication regarding student expectations along with creation of a rubric to provide clarity in student performance in key areas.

Implementation of these new measures will take place in 2025-2026.

SLO2: Broad Understanding of Art Movement, Artists, and Historical Context

Define Outcome:
Students graduating with a Bachelor of Fine Arts will demonstrate a broad understanding of art movements, artists, and historical contexts.

Assessment Methods:
Art History Final Exam Grades: The art history courses, including the general education Introduction to Art (ART 1035), and ART 3130 – Art Since 1900, are firmly entrenched within the historical context. Art movements and styles, artists' biographies, and the analysis of specific works of art are always considered within the socioeconomic, religious, political, and demographic context of a particular historical moment. Engaging the larger historical context while learning about works of art leads students to understand the deeper significance that art has always played in every facet of society.

Criteria for Success (Thresholds for Assessment Methods):
Threshold of acceptance is 80% of students earning a C or better. A final exam grade of 'C' in these courses indicates the student adequately participated and demonstrated understanding, while a 'B' shows a higher level of effort and quality of work. 'A' grades demonstrate the student was engaged, enthusiastic, and performing at the highest level.

Link to 'Tech Tomorrow' Strategic Plan:
1.B General Education Curriculum,2.B Research, Scholar, Intellect, and Creativity

Results and Analysis:
Over 80% of students earned a C or better in the final exams for these courses in this academic year thus meeting the threshold for success.

2024-2025 BFA Grades	A	B	C	D	F
ART 1035	21	7	3	2	7
ART 3130	15	10	2	3	1

2023-2024 BFA Grades	A	B	C	D	F
ART 1035	11	5	2	4	3
ART 3130	23	6	3		1

2022-2023 BFA Grades	A	B	C	D	F
ART 1035	16	8	6	2	2
ART 3130	11	11	6		1

2021-2022 BFA Grades	A	B	C	D	F
ART 1035	18	2			2

2020-2021 BFA Grades	A	B	C	D	F
ART 1035	7	4	3	3	
ART 3130	25	8	7		1

Use of Results to Improve Outcomes:

We currently use final exam grades for this assessment. We will strive to create a different assessment instrument for future use. While the threshold for success was met, it would be useful to understand why the remaining students did not meet the threshold of "C". Due to the large class sizes (90+ students) in ART 1035, that will be difficult, however the class sizes in ART 3130 are typically small enough to allow for more direct instructor/student communication to elucidate the problems contributing to failure.

SLO3: Teacher Licensure Program and edTPA Performance

Define Outcome:

Students graduating with a Bachelor of Fine Arts will be able to embark and sustain professional careers as art educators. Measured through successful completion of Art Education EdTPA and Praxis.

Assessment Methods:

Praxis II Exam - BFA students in the Art Education concentration take the Art: Content and Analysis as monitored by the College of Education Office of Teacher Education, as a requirement prior entering Residency as a teacher licensure candidate. Direct Assessment. The threshold of acceptability is defined by the State of TN.

Criteria for Success (Thresholds for Assessment Methods):

Threshold of acceptance 80% of student are at or above state requirements for EdTPA and Praxis.

Link to 'Tech Tomorrow' Strategic Plan:

1.A Experiential Learning,1.D High Impact Practices

Results and Analysis:

Praxis Exam Rates

Academic year	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Praxis completion	9	5	5	5	9	8	4	9	5	5	5
Praxis pass	8	3	3	3	7	8	4	9	5	5	5
Passing %	87.5%	60%	60%	60%	77%	100%	100%	100%	100%	100%	100%

EdTPA Pass Rates

Academic year	2021-2022	2022-2023	2023-2024	2024-2025
EdTPA completion	9	5	5	5
EdTPA pass	9	5	5	5
Passing %	100%	100%	100%	100%

Use of Results to Improve Outcomes:
The results demonstrate the effectiveness of our current program and curriculum to successfully prepare students for passing the required EdTPA and Praxis exams for licensure. However, we will strive to continue to improve our current success by increasing the individual scores of our students for both exams respectively.

Summative Evaluation:
The SAC&D performed well this academic year, but efforts should be made to further develop assessment instruments in Art History and senior thesis courses. Revisions to senior thesis course structure have been designed and will be implemented in 2025-2026.

List of Appendices:
Appenidx 1: Curriculum Map
Appendix 2: Senior Thesis Faculty Assessment Form
Appendix 3: Portfolio Rubric

Appendix 1: Curriculum Map

Required courses and experiences: I=Introduce R=Reinforce M=Mastery A=Assessment	STUDENT 1. Possess proficiency with visual arts	LEARNING 2. Possess a broad understanding of Art Movements, Artists, and Historical Contexts	OUTCOMES 3. Successfully pass the teacher licensure program and edTPA Performance requirements
ART1045: Drawing I	I		
ART1050:DrawingII	R		
ART2330: Technical Drawing	I		
ART3310: Drawing III	M		
ART 1250: Intro. Digital Imaging	I		
ARED1250: Dig. Tech. in Art Ed.	I		
ART1340: FND Studio I	I,A		
ART1350: FND Studio II	R		
ART 1320: Creative Studio	I		
ART2000 or ART2020: AHI Survey I or II		I,A	
ART 1035: Intro to Art		I	
ART3170: History of Crafts, or ART 3170: History of Design, or ART 3180: History of Prints, or ART 3190: Medieval Art History, or ART 4100: Art Tour	R	R,A	
ART3130: Art Since 1900	R		
ARED2020: Art Ed Theory			I
ART2040: Printmaking	I		
ARED2050: STEAM studio			
ART 2210, 2410, 2510, 2610, 2710, 2810, 2910: Intro studio courses	I,A		
ART3099: Prof. Practices of the Artist	R		
ARED3155/65: Art Ed Practicum			R
ART3205: Methods and Media			I
ART 3210, 3220, 3230, 3410, 3420, 3421, 3510, 3520, 3610, 3611, 3710, 3720, 3810, 3820, 3910, 3920 : Intermediate and advanced studio courses	R		
ARED4900: Residency			M
ARED 4875: Applications of Learning			R
ARED 4925: Applications of Teaching			R
ART 4111, 4411, 4511, 4611, 4711, 4811, 4911: Senior thesis	M,A		
ART4220: Design Internship	R		
ART4210/11: Design Practicum	R		
ART 4231/4232: Portfolio I and II	M,A		

Senior Thesis Faculty Assessment Form

The faculty will fill in all areas below this line upon conclusion of each senior thesis meeting with the student:
_____

Level of concepts and ideas driving the work.
1 Very good.
2. Good
3 Average
4 Needs more time and work

Level of innovation and iteration expressed in the work.
1 Very good
2 Good
3 Average
4 Needs more time and work

Level of craftsmanship and material understanding displayed in the work brought to this meeting.
1 Very good
2. Good
3 Average
4 Needs more time and work

Based on the work I saw in this meeting do you feel the student has made strong progress forward using the ideas and suggestions made in our last meeting?
1 Very good
2. Good
3 Average
4 Needs more time and work

Overall quality and amount of work from last meeting to this meeting.
1 Very good
2. Good
3 Average
4 Needs more time and work

Comments:

Portfolio Rubric

CRITERIA	PERFORMANCE INDICATORS				
	Excellent 100-90%	**Above Average** 89-80%	**Average** 79-70%	**Below Average** 69-60%	**Poor** 59-0%
Design/ Execution 80 pts possible *individual design portfolio pieces*	Final design is well refined and thoughtfully executed. It is flawless in its creation and has a logical and well defined visual hierarchy.	Final design is executed well. It has few flaws in its execution. It has a logical and well defined visual hierarchy. Design shows a logical progression.	Final design works but is of average quality. Some elements need further refinement. The visual hierarchy is evident but lacks strength.	Final design is of lower quality. Multiple areas need further refinement. The visual hierarchy is poor and unorganized. Work is displays as unfinished.	Final design is sloppy and/or unfinished. Elements have been handled carelessly. No visual hierarchy is evident. Final design is lacking.
Layout 20 pts possible *portfolio layout*	Final layout exceeds the requirements and is flawless in its delivery.	Final layout meets requirements and is of high quality.	Final layout lacks some requirements and is of average quality.	Final layout lacks multiple requirements and is of low quality.	Final layout does not meet most of the requirements. Work is unfinished and/or late.