Fine Arts BFA
College of Fine Arts; Department of Art, Craft, & Design
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The mission of the School of Art, Craft, & Design is to prepare its majors for careers or meaningful experiences in visual art studios, design practice, and art education. More broadly, the SAC&D seeks to enable students to discover creative potential, learn skills in design processes, acquire cultural knowledge, and develop critical faculties through visual art experiences. The SAC&D also seeks to instill an appreciation of visual arts in all University students and to broaden the cultural perspective of the community, state, and region. 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 ACCs primary function is in support of the academic program as stated in the undergraduate course catalog.

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

Increase degree offerings to grow enrollment and support a wider range of students such as: transfer, students with broader academic interests. This program goal helps to support Goal 1 of the University Strategic Plan: Education for Life by creating new educational pathways for our current and prospective students.

The SAC&D successfully met this program goal by adding two programs during AY 2022-2023. The SAC&D added a new Bachelor of Science in Studio Arts and a post-baccalaureate in Craft program.

At this time no further pursuit of new programs is being considered. We seek to implement these programs for several years to assess their success and/or to identify areas for modification.

Increase SAC&D marketing and promotion efforts to increase visibility to support increased enrollment; visibility should be in form of: exhibition, craft fair participation, print materials, mailings, social media presence and monthly e-newsletter distribution. These efforts help to support the Tech Tomorrow Strategic Plan Goal 3: Exceptional Stewardship. The increased visibility has potential to grow our fundraising potential/impact which, ultimately, benefits our students and overall financial health.

Compare the number of new marketing and promotion initiatives year over year and assess, if possible, effectiveness of initiatives. The goal is assessed by new marketing campaigns and/or effectiveness of ongoing campaigns. Direct and indirect assessment.

Benchmark is to add one or two new marketing/promo tactics and to increase effectiveness of existing tactics and to grow or create new fundraising endowments or accounts. We have met these goals through the following:

sponsored advertisement in American Craft magazine creation of new mobile glass blowing unit strategize and adjust social media postings created endowment to support student awards at annual student exhibition

The benchmark for AY 2022-2023 was to add one or two new marketing/promo tactics and to increase effectiveness of existing tactics and to grow or create new fundraising endowments or accounts.

We have met these goals through the following:

In AY2022-2023 the following upgrades to studio areas were made, which will serve the overall program and its students:

4 new potters wheels in our ceramics studio securing and starting renovation of a new MacLab in FNDH 250 renovation/upgrade of Foundations Studio II space at the Oraft Center new lampworking studio set up in glass studio acquired a new scroll-saw in the wood studio

The SAC&D Director will continue t

competitive in a studio career. Although our sophomore assessment process is less severe, it is intended to serve a similar predictive function to pre-admission portfolio reviews. This process has encouraged students to change concentrations and even to change majors. This recommendation is denied in a small proportion of cases, and the process has been conceived as an enhancement of advising on an individual basis. If a denial of the recommendation to advance leads a student to a more productive major, it is deemed a successful outcome. However, since \$\text{Spring 2012}\$ the results of these assessments are being tabulated, to see if trends emerge that are useful for program assessment. Based on faculty discussions, the option

2017- 18	37	34	0	3	
2018- 19	20	16	1	3	
2019- 20	23	22	0	1	
2020- 21	11	10	0	1	
2021- 22	10	9	0	1	
2022- 23					In progress

Students will understand the conceptual framework which inspires their artwork and be able to cogently describe and defend it. Measured qualitatively in project critiques and through written artist statements in thesis and design portfolios.

Senior Thesis: The senior thesis process requires the student to propose and develop a one-person exhibition and a portfolio of stylistically unified, technically accomplished work, and to define and defend its conceptual premise(s) to a committee of faculty and sometimes invited professional artists. The process generally involves two six-credit courses completed over two consecutive semesters. 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.

The senior thesis 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. However, in a more frequent minority of cases, a student may experience a breakthrough that prompts a change of direction in the work, or encounter an unforeseen technical or aesthetic roadblock that requires more time to resolve, even though the quantity and quality of work is sufficient for a passing grade. The student may be advised by the committee and choose the opportunity to extend the project an extra semester. The senior thesis process is intended to fulfill the professional requirement that an emerging professional

artist can present a body of work that projects a clear level of aesthetic and technical resolution. The resulting portfolio will be the basis of judgment for galleries, exhibitions, professional art fairs, graduate school admission, etc. The data that have been collected over the years for the BFA program exist in the form of photographic portfolios and artist statements recording each senior thesis project. A group of qualified art faculty, curators or art dealers can review these portfolios and assess the program relative to other college programs or professional standards relevant to a given art venue, such as graduate school entrance, juried art shows or gallery representation. During evaluator visits from the National Association of Schools of Art and Design, five years of senior thesis portfolios are presented for review along with student transcripts to monitor adherence to NASAD standards, competencies, and expectations. Direct assessment.

Measured qualitatively in project critiques and through written artist statements in thesis and design portfolios; a grade of Cor better in all 12 credit hours of senior thesis is the benchmark.

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

Senior thesis students are required to submit a printed portfolio that contains a written description of the conceptual framework that inspires their work in the form of an artist statement. Exhibition, thesis, or design portfolio and successful oral defense of their concepts are required for successful completion of senior thesis and design portfolio coursework for

The results do not indicate a need for actions, however a new component of exhibition display/process has been added to Art 3099: Professional Practices of the Artist and Art 4000: Senior Capstone to better prepare students for mounting their exhibitions.

Graduates will be able to embark and sustain professional careers as practitioners of the arts or arts education. Measured through ongoing contact with alumni and successful completion of Art Ed

The current preparation methods are proving to be highly effective in preparing

The SAC&D was successful in developing and implementing several new marketing and promotion initiatives. Of concern is the workload that is added to faculty to perform many of these related tasks, along with leading their studio areas and supporting students. We will need to work towards understanding what methods yield the best results so that we can prioritize time and activities accordingly.

There are no areas of concern based on the current planning period. However, the Craft Center's glass furnace will need to be rebuilt during the next planning period. Although we have been planning and budgeting for this to take place, it will require a significant amount of resources, namely the faculty member's time, to complete the task in a timely and efficient manner. Finding the right balance in how our faculty members' time is spent based on studio, student, department and teaching and research needs is an ongoing challenge.

The SAC&D will need to further develop its new ART 4000: Senior Capstone course to ensure it is meeting the needs of the students and degree plan. Moreover, faculty are interested in reviewing the senior thesis experience of our BFA students to ensure the current structure should be maintained; it is expected for this process to be started but not completed in the next academic year as much effort will be spent on reaccreditation in AY 2023-2024.

The relatively average pass rate of students in Art History Survey I course in this planning year is something that we should examine to determine and strategize how to increase this score (78%). It is possible that students would benefit from taking the course later in

Although the results of success are high for completion of the senior thesis experience, the faculty would like to initiate an evaluation of the senior thesis experience to see how it might be improved. Currently, students are feeling challenged by the rigorousness of the 12 credit hour experience, which is often the process required of an MFA degree versus a BFA degree. It is not expected for any final determinations to be made during the next assessment cycle due to efforts that must be made on reaccreditation.

Appendix 1: Curriculum Map, Fine Arts BFA



Appendix 1: Ourriculum Map, Fine Arts BFA, cont.



Appendix 2: Senior Thesis Faculty Assessment Form and Portfolio Rubric

