

FINE ARTS PROGRAM LEARNING OUTCOMES		Exceeding	Meeting	Developing	Not Meeting	Institutional Outcomes
<b>FA1</b>	<p>CONCEPT:</p> <p>The artwork reveals a strong sense of conceptual thinking and risk-taking (Concept development, clarity of concept, manifestation and realization of one's intent.)</p>	The student work reveals a compelling and thought-provoking concept. Intent/content is fully realized. Risk-taking is integrated with concept.	The student work reveals that a complex and cohesive concept has been developed. The intent/content has been fully realized. Signs of risk-taking are apparent.	The student work reveals that a concept has been developed. The intent/content was not fully understood. Risk-taking is beginning to emerge.	The student work does not reveal that a concept was fully developed. The intent/content was not carefully considered. No risks were taken.	Critical Thinking, Communication Competence, Design Competence
<b>FA2</b>	<p>PROCESS:</p> <p>The artwork demonstrates an attention to materials that is commensurate with the concept and exhibits a willingness to develop the technical skills to develop the artwork (experimentation, complexity/simplicity, perceptive use and choice of materials, relationship of detail to whole.)</p>	The artwork demonstrates excellent attention to details, outstanding choice of material, and inventive development of technical skill that are commensurate with concept.	The artwork demonstrates substantive attention to details, choice of material, and development of technical skill that are commensurate with concept.	The artwork demonstrates substantive attention to details, choice of material, and development of technical skill that are commensurate with concept.	The artwork demonstrates an inadequate attention to details, choice of material, and development of technical skill.	Cultural Competence, Design Competence
<b>FA3</b>	<p>THEORY:</p> <p>The student can articulate, and the artwork reveals, an understanding of historical and/or contemporary issues/theories and its relation to culture/society (Visual, conceptual, and technical awareness of historical and/or contemporary issues/theories.)</p>	The student's work reveals a sophisticated awareness of and ability to articulate historical and/or contemporary issues/ theories and in its relationship to culture/society	The student's work reveals a substantive awareness of and ability to articulate historical and/or contemporary issues/ theories and in its relationship to culture/ society.	The student's work reveals a basic awareness of and ability to articulate historical and/or contemporary issues/ theories and in its relationship to culture/ society	The student's work reveals an inadequate awareness of and ability to articulate historical and/or contemporary issues/ theories and in its relationship to culture/ society.	Critical Thinking, Communication Competence, Design Competence
<b>FA4</b>	<p>PRACTICE:</p> <p>The artwork demonstrates the student's commitment to the profession and the community (Self-motivation, respect for diversity of viewpoints, constructive peer critique, Respect for all facilities/equipment, adherence to attendance and studio policies.)</p>	The student is highly self-motivated. Serves as an exemplary model of respect/tolerance/responsibility and thoughtfulness. Interfaces professionally with peers, instructors, and the larger community. Exceeds expectations of attendance/studio policies.	The student is self-directed, demonstrates respect for diverse viewpoints, peer critique, and facilities/equipment. Student actively seeks input from peers and professionals. Adheres to attendance/studio policies.	The student is moving towards a self-directed process, shows limited intent in diverse viewpoints and peer critique. Unwilling to adhere to attendance/studio policies.	The student shows a lack of self-motivation, respect for peers, facilities/ equipment, and attendance/studio policies.	Cultural Competence, Design Competence