ASSESSMENT PLAN
DEPARTMENT OF FINE ART
VISUAL ARTS DIVISION
Graphic Design & Visual Media

__________________________________________  __________________________________________
Department Chair                             Dean, School of Arts and Sciences
Southeastern Oklahoma State University Visual Art Division

ASSESSMENT PLAN: GRAPHIC DESIGN & VISUAL MEDIA

Mission of the Visual Art Division

The mission of the Visual Art Division is to serve the needs of a rural and diverse university community of southern Oklahoma and northern Texas by providing a balanced undergraduate curriculum in the visual arts. The Visual Art Division recognizes that the ability to communicate visually is vital to one’s capacity to think globally, creatively and critically in the twenty-first century. Courses in art support the general education liberal arts study for non-majors as well as encourage respect for cultural diversity and aesthetic values. In general education and degree program major and minor courses, the Visual Art faculty recognizes the importance of preparing students to appreciate cultural and societal expression in the arts throughout history while preparing program major students for careers in professional fields of design, education or post-graduate study in visual and graphic arts. Whether the student seeks preparation as a professional, for graduate study, or as a foundation for lifelong learning, the Division’s mission is to facilitate that goal. The Fine Arts Department resources actively support the arts within the community by providing activities of cultural interest to the surrounding areas of southern Oklahoma and northern Texas.

Vision Statement

The Vision of the Visual Art Division is to offer students with high quality learning experiences in visual arts that provide a historical, philosophical, technical, and creative foundation on which to build their personal and professional lives. In addition, the Department seeks to enrich cultural awareness to the campus as a whole and to the surrounding community through the education, exploration and creation of visual arts. By providing lectures, exhibitions and workshops that relate to teaching, multiculturalism, creativity, history, design and marketing of visual art, the Visual Art Division will cultivate aesthetic diversity for the campus, the community and the surrounding regions. While guiding students toward successful careers in graphic art, art education, professional studio art and/or graduate programs, the Division will contribute to the university and community’s exposure and enrichment through the visual arts.

Program Goals & Objectives

Students completing this program successfully should be able to:

1. Apply knowledge and understanding of visualization and illustration, creativity, communication, and computer technology.

2. Develop critical thinking and problem-solving skills.

3. Broaden their understanding of the nature of art and the creative process.
4. Perceive, understand, and act creatively with visual relationships in the environment.

5. Acquire knowledge of electronic publishing devices to create media products and presentations.

6. Successfully obtain employment in a competitive market place.

**Major Program Objectives and Outcomes**

Students who graduate with a major in the field of Graphic Design & Visual Media should be able to:

1. demonstrate successful communication skills, visual, oral, and written. [Goals 1, 2, 4, 5, 6]
2. broaden their understanding of computer graphic applications including hardware and software. [Goals 1, 2, 4, 5, 6]
3. Evaluate, select, and maintain hardware and software [Goals 1, 4, 6]
4. Develop computer graphic and multimedia productions that apply basic design principles. [Goals 1, 2, 4, 5, 6]
5. Put into practice contemporary design principles of interactive graphic and communication multimedia. [Goals 1, 2, 3, 4, 5, 6]
6. Employ a variety of hardware and software to capture, digitalize, and edit audio, video, and graphic files to be used in graphic and multimedia applications. [Goals 1, 2, 4, 5, 6]
7. Acquire a knowledge of management principles, ethics, and practices as they relate to electronic media, including the Internet. [Goals 1, 5, 6]
8. Acquire a knowledge of the creative process of copy writing and advertising design. [Goals 1, 2, 3, 5, 6]
9. write a professional resume. [Goal 6]
10. organize and present a graphic portfolio and exhibition in a professional manner. [Goals 1, 3, 4, 5, 6]

**Types of Assessment Used That Meets Program Goals & Objectives**

See Appendix A for Overview Chart

**INTERNAL ASSESSMENT**

Program Outcomes:

**Major Course Grades** (Goals, 1, 2, 3, 4, 5, 6)

Assessment of student’s knowledge consists of written (quantitative) and/or performance (qualitative) measures. Progress and course grades are monitored by each student’s advisor as well as at each assessment level of the program. Quantitative and qualitative measures are used to compile a final grade average in each
course within the program. Students are asked to repeat courses in which they receive a grade below C. Grades in individual courses provide one indicator among the other assessment measures that measure student progress toward achieving all program goals and objectives.

Course Evaluations:
Course and faculty evaluations are conducted each semester--every other spring the SUMA is used in course assessment.

Entry (Goals 1, 3, 4)
Students' work and pre-program knowledge will be assessed by instructor evaluation of their pre-course drawing skills as they enter Drawing I and by a pre-test of design knowledge in 2-D Design.
This entry level assessment measures Objectives 3, 4, 5, 6, 9, 13 for creating a baseline of student knowledge which will be administered again at the end of each of these courses as well as continuing through the program.

Mid-Level (Goals 1, 3, 4, 5, 6)
After completion of Core courses majors are scheduled with their advisor for review of their performance. Student performance in each of the core classes of Drawing I, 2-D Design, 3-D Design, Color Theory, Computer Graphics I, and Painting I is assessed by either a pre-post test or performance rating by rubric. The same assessment is required of transfer students. Students also complete a research work in Drawing I, in which their written communication and grammar skills are assessed. At the mid-level interview with their advisor, students are advised at this point that from this point forward, they will develop a portfolio for showing and presentation at a Senior Review and Exhibition. (Measures Objectives 1, 4, 5, 6).

This assessment qualitatively measures Objectives 1, 4, 5, 6, which all pertain to studio performance in creating quality artworks and in demonstrating knowledge of development of foundational skills and knowledge needed in graphic design and in visual communication media. It also provides knowledge of majors’ goals and desires so that the faculty can provide assistance in building upon individual strengths and suggesting remediation of weaknesses. The writing assignment in Drawing I provides a measure of written communication and grammar skills. The pre-post assessments in core classes provides an assessment of the degree to which the student has learned basic concepts from core courses for critical discussion of formal art elements and principles of design in an artwork.

Exit Assessment (Goals 1, 2, 3, 4, 5, 6)
An Exit portfolio and presentation of work will be guided in the capstone course ART 4513 Design IV: Applied Design. Graduating seniors will exhibit a final portfolio of their work with other graduating seniors as well as a presentation of the skills and knowledge they have gained. This portfolio and presentation will be rated by faculty and peers.
**Post-Graduate Assessment**

Surveys will be used to attempt to track graduates and successful employment in graphic design-related fields.

**Program Outcomes**

**Entry-Level:** This assessment will provide a baseline from which to determine growth and learning at the basic level of coursework and a way to determine individual student needs.

**Mid-Level Interview:** The intent of the Mid-Level Interview is to provide professional guidance to interested students who are pursuing a degree in art. Students whose performance does not meet minimum standards of progress will be placed on a semester of “academic watch” and will repeat this interview. The interview is not designed to prevent students from continuing their study at Southeastern but an occasion to assess student and program strengths and weaknesses, cause the student to reflect and plan, and to assure that learning is taking place. Students will be guided to strengthen their weaknesses and build upon their strengths. The program will be assessed and modified using data from Entry, Mid-Level, and Exit Assessment. Students will receive written outcomes following each assessment.

**Exit and Post Graduate:** The information from both qualitative and quantitative measurements will enable triangulation of data in order to produce valid results on which program change and modification will be based. These assessments will inform the Department of areas of strength and areas that need modification in order to provide high quality learning experiences that enable students to succeed in a professional and personal venues. Survey results of faculty and course evaluation provide additional information along the entire length of a student’s enrollment in the program and after graduation.

**EXTERNAL ASSESSMENT:**

**Employment of Graduates**

Ultimate success of our program is demonstrated when our graduates are hired and retained in a related art field or are accepted into a graduate program. A survey instrument will be used to gather data from graduates and their employers concerning success in graphic design fields after graduation.

**Assessment and Student Learning Statement**

At Southeastern Oklahoma State University, the department of Art will utilize assessment for the systematic collection, review, and use of information about educational programs to improve student learning and development. Assessment is also instrumental for program review, budgeting, planning, and curricula matters, and provides useful information to guide continuous program improvement.
**Program Outcomes: Use of Assessment Data**

**Entry-Level:** This assessment will provide a baseline from which to determine growth and learning at the basic level of coursework and a way to determine individual student needs.

**Mid-Level Interview:** The intent of the Mid-Level Interview is to provide professional guidance to interested students who are pursuing a degree in art. The interview is not designed to prevent students from continuing their study at Southeastern but an occasion to assess student and program strengths and weaknesses, cause the student to reflect and plan, and to assure that learning is taking place. The program will be assessed by compilation of data from Entry and Mid-Level Assessment and modifications will be grounded in assessment results. Students will receive written outcome of the mid-level assessment.

**Exit and Post Graduate:** The information from both qualitative and quantitative measurements will enable triangulation of data in order to produce valid results on which to base change and modification. These assessments will inform the Department of areas of strength and areas that need modification in order to provide high quality learning experiences that enable students to succeed in a professional and personal manner. Program strengths and weaknesses can then be identified for modification and adjustment. Survey results of faculty and course evaluation provide information along the entire length of a student’s enrollment in the program and after graduation.

**Frequency of Assessment/Reporting Assessment Results**
Entry and Mid-Level assessments will be conducted as needed by each major. Seniors will be assessed in their last year of study. Individual reports of composite ratings from the Mid-Level and Senior/Exit assessments will be given to the student assessed following the assessment. Regular faculty meetings will provide a continuing attention to formal and informal assessment resulting in change and modification to the programs. Post Graduate surveys will be conducted yearly for five (5) years following graduation.

**Reports:** Faculty will also use composite reports to inform modifications and departmental decisions about matters such as financial spending, course modification/creation, facility and equipment needs. The School of Arts and Sciences and the university will receive reports as requested. On the departmental level, a report will be made each semester concerning any assessments conducted that semester. Graduate surveys will be conducted every three years to graduates from the past five years.

**Faculty Involvement in Assessment Process**
Faculty continuously informally and formally discusses the curriculum, student progress and needs, and possible changes or improvements that could be made in Art Division programs. Faculty has been actively involved in the process of developing this
assessment plan from its inception to completion. Each faculty member has written a portion of this document and participated in the compilation and editing of those parts and the revision of the whole. Faculty will continue to be involved in revision of this document and in assessment of every

**Analysis in/and for the Department**

**Planning:** Assessment results will directly affect planning of new courses, changes and adaptations in the facility, and projected needs for the future.

**Budgeting:** Assessment results will be a priority determination of how departmental funds are allocated and spent.

**Curricular Changes:** Assessment will guide faculty to be aware of student levels and needs in coursework and serve as an indicator to revise present coursework, to create new courses, or to alter program requirements when possible.

**Application in/and for the Department**

The Visual Art Division utilizes all assessment data to determine success or change in all programs.

**How Feedback is to be Achieved**

Feedback will be achieved through conversation with students, faculty conversations and meetings, through advisement, written survey, and a student advisory committee. Composite reports will be shared among faculty and discussed in faculty meetings.

**Modifications**

**Rational:** Assessment will form the foundation of rational to make changes in all programs.

**How modifications are determined and implemented:** Modifications and changes are made through faculty discussions, both formal and informal, and through collaboration with colleagues and peers of other institutions.

**Effectiveness of Modifications:** Assessment will continue to monitor effectiveness of modifications
## Appendix A

**SOSU VISUAL ART DIVISION**  
**ASSESSMENT PLAN IMPLEMENTATION**

<table>
<thead>
<tr>
<th>Nature of Assessment</th>
<th>Level of Assessment</th>
<th>Entry Level Requirements</th>
<th>Mid-Level Requirements</th>
<th>Exit Requirements</th>
<th>After Graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal Measure of Student Learning</td>
<td>Individual Level Majors: B.S. GRAPHIC DESIGN &amp; VISUAL COMMUNICATION</td>
<td>1. Written research 2. Beginning Drawing</td>
<td>Mid-Level Assessment: 1. Interview with advisor 2. Review of completed coursework</td>
<td>Capstone Course and Advisor input 1. Press Release for Exhibit 2. Resume Composite faculty evaluation of: 3. Portfolio images 4. Presentation of portfolio 5. Exhibit (postcard announcement, editing, work quality, hanging and removing)</td>
<td>Follow-up graduate survey every three years for six years</td>
</tr>
<tr>
<td>External Measure of Student Learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Employment</td>
</tr>
</tbody>
</table>
The intent of the Mid-Level Interview is to provide professional guidance to interested students who are considering a degree in art. The interview is not designed to prevent you from continuing your study at Southeastern but an occasion to assess your strengths and weaknesses. Students whose performance does not meet minimum standards of progress will be placed on a semester of “academic watch” and will repeat this interview. Each student participant will have the opportunity to present selected works to a faculty committee for critique and discussion. The committee will also request that you bring a brief statement of your interests concerning your reasons for wanting to study art and how it relates to your goals. The statement should be limited to three-quarters to one double-spaced typed page. In addition, you should prepare a double-spaced typewritten one-half to one page formal critique discussing the formal composition of an assigned artwork. Your faculty advisor will be available to assist you in preparing for the interview. The faculty committee will be composed of at least three members, but may include all members.

As part of the Visual Art Division’s self-assessment tool the student will be requested to complete the mid-level exam at this time. This exam is intended to identify the student's knowledge base at the sophomore level and is not intended to reflect a grade or as a restriction to further coursework.

The Mid-Level Assessment is designed for art majors or potential art majors who have successfully completed:

- ART 1103 Art Appreciation
- ART 1213 Drawing I
- ART 2013 Design 1: 2-D Design
- ART 2313 Painting I
- ART 2333 Computer Graphics I

Students who are transferring to Southeastern with fifteen or more hours in art will be notified during their first semester in order to schedule the Mid-Level Interview.

Here are some suggested guidelines to consider in preparing your portfolio for presentation:

- Bring representative examples of work completed in the lower division courses you have completed. Approximately 10 works is sufficient. Be selective. Bring examples that best demonstrate your proficiency in a variety of media and subject matter.
- Present your work as effectively as you can, but matting and/or framing are not required for the Mid-Level Interview.
- Type your written statement and include what you have gained to this point and what your goals are for the future

**ORAL PRESENTATION EVALUATION CRITERIA RUBRIC (2/15/03)**
Adapted from Department of Educational Leadership and Policy Studies Rubric 8-24-00
Department of Art

**Oral Communication:** Expressing ideas clearly when communicating orally.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Marginal</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td>Presentation is clear, logical and organized. Listener can follow line of reasoning</td>
<td>Presentation is generally clear and well organized. A few minor points may be confusing</td>
<td>Listener can follow presentation with effort. Some arguments are not clear. Organization seems haphazard.</td>
<td>Logic of arguments or information is not made clear. Listeners are confused.</td>
</tr>
<tr>
<td><strong>Style</strong></td>
<td>Level of presentation is appropriate for the audience. Presentation is a planned conversation, paced for audience understanding. It is NOT a straight-through reading of a paper. Speaker is clearly comfortable in front of the group and can be heard by all.</td>
<td>Level of presentation is generally appropriate. Pacing is sometimes too fast or slow. The presenter seems slightly uncomfortable at times, and the audience occasionally has trouble hearing him/her. Information given is a mixture of reading with side comments.</td>
<td>Aspects of presentation are too elementary or too sophisticated for audience. Presenter seems uncomfortable and can be heard only if listener is very attentive. Most of the information is read straight through.</td>
<td>Presentation consistently is too elementary or too sophisticated for the audience. All of the Information is read to the audience. Presenter is obviously anxious and cannot be heard.</td>
</tr>
<tr>
<td><strong>Content Depth</strong></td>
<td>Speaker provides an accurate and complete explanation of key concepts and theories, drawing upon relevant literature. Applications of theory are included to illuminate issues. Listeners gain insights.</td>
<td>For the most part, explanations of concepts and theories are accurate and complete. Some helpful applications are included.</td>
<td>Explanations of concepts and/or theories are inaccurate or incomplete. Little attempt is made to tie theory to practice. Listeners gain little from the presentation</td>
<td>No reference is made to literature, history or theory. Listeners gain no new insights.</td>
</tr>
<tr>
<td><strong>Content Accuracy</strong></td>
<td>Information (names, facts, etc.) included in the presentation is consistently accurate. Pronunciation of</td>
<td>No significant errors are made. Listeners recognize any errors to be the result of nervousness or</td>
<td>Enough errors are made to distract a knowledgeable listener, but some information is accurate. The</td>
<td>Information included is sufficiently inaccurate that the listener cannot depend on the presentation as a</td>
</tr>
</tbody>
</table>


| **Use of Language: Grammar and Word Choice** | Both oral language and body language are free from bias | Oral language and body language are free from bias with one or two minor exception. | Oral language and/or body language includes some significant bias. Listeners may be offended. | Oral language and/or body language frequently reflects bias. Some, if not all, listeners will probably be offended. |
| **Use of Language: Freedom from Bias (e.g., Sexism, Racism, Ageism, Heterosexism, etc.)** | Sentences are complete and grammatical, and they flow together easily. Words are chosen for their precise meaning. | For the most part, sentences are complete and grammatical, and they flow together easily. With a few exceptions, words are chosen for their precise meaning. | Listeners can follow the presentation, but some grammatical errors and use of slang are evident. Some sentences are incomplete/ halting, and/or vocabulary is somewhat limited or inappropriate. | Listeners are so distracted by the presenter’s apparent difficulty with grammar and appropriate vocabulary that they cannot focus on the ideas presented. |
| **Use of Communication Aids: (e.g., Transparencies, Slides, Posters, Digital Images, Handouts, Computer-Generated Materials)** | Communication aids enhance the presentation. They are prepared in a professional manner. • Font on visuals is large enough to be seen by all. • Information is organized to maximize audience understanding. • Details are minimized so that main points stand out • Visual images are clear and accurately depicted with no distortion | Communication aids contribute to the quality of the presentation. Font size is appropriate for reading. Appropriate information is included. Some material is not supported by visual aids. Visual images have very minor clarity problems. | Communication aids are poorly prepared or used inappropriately. Font is too small to be easily seen. Too much information is included. Unimportant material is highlighted. Listeners may be confused. | No communication aids are used, or they are so poorly prepared that they detract from the presentation. |
# MID-LEVEL INTERVIEW

Assessment Results - Form

**DEGREE PROGRAM:** Art Studio  Art Ed  Graphic Design

**NAME**

**SEMESTER:**

**Key:**
- 4.0 – 5.0 = Exemplary
- 3.0 – 3.9 = Proficient
- 2.0 – 2.9 = Marginal
- 1.0 – 1.9 = Unacceptable (see rubric for explanation)

<table>
<thead>
<tr>
<th>Course</th>
<th>Faculty Rating</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 1213 Drawing I</td>
<td></td>
<td></td>
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<tr>
<td>ART 1413 Ceramics I</td>
<td></td>
<td></td>
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<tr>
<td>ART 2013 Design I: 2-D Design</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>ART 2023 Design II: 3-D Design</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ART 2313 Painting I</td>
<td></td>
<td></td>
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<tr>
<td>ART 2333 Intro to Computer Graphics</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Average of Ratings**

**Writing Examples** (content and writing skills)
- Reflection Statement: 
- Artwork Critique: 

**Recommendation:** (write comments on back)
- Continue
- Retake Classes
- Classes recommended
- Repeat Review

**Faculty Reviewer Signatures:**

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## Mid-Level
### TRANSFER INTERVIEW

**DEGREE PROGRAM:**
- Art Studio
- Art Ed
- Graphic Design

### Assessment Results

**NAME_________________________**  
**SEMESTER:**________

**Key:**
- 4.0 – 5.0 = Exemplary
- 3.0 – 3.9 = Proficient
- 2.0 – 2.9 = Marginal
- 1.0 – 1.9 = Unacceptable

<table>
<thead>
<tr>
<th>Course</th>
<th>Faculty Rating</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drawing I</td>
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<tr>
<td>Ceramics I</td>
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<tr>
<td>Design I: 2-D Design</td>
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<tr>
<td>Design II: 3-D Design</td>
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<tr>
<td>Painting I</td>
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<tr>
<td>Introduction to Graphic Design</td>
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</tr>
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</table>

### Average of Ratings

<table>
<thead>
<tr>
<th>Writing Examples (content and writing skills)</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection Statement</td>
<td></td>
</tr>
<tr>
<td>Artwork Critique</td>
<td></td>
</tr>
</tbody>
</table>

**OVERALL AVERAGE:**________

**Recommendation:** (write comments on back)
- Continue _____
- Retake Classes _____
- Repeat Review _____

**Classes recommended__________________________**

**Faculty Reviewer Signatures :**
- ________________________________________
- ________________________________________
- ________________________________________
**MAJOR ADVANCEMENT/TRANSFER REVIEW**

**Assessment Results - Composite Student**

**Final Report**

**ACADEMIC YEAR ___________**  

Total Students Evaluated: Art Ed. ________

Art (Studio) ________

Graphic Des. ________

**Key:**
- 4.0 – 5.0 = Exemplary
- 3.0 – 3.9 = Proficient
- 2.0 – 2.9 = Marginal
- 1.0 – 1.9 = Unacceptable

**See Rubric for Explanation**

<table>
<thead>
<tr>
<th>Average Student Ratings (alphabetically assigned to student number)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student</strong></td>
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<tr>
<td>-----------------</td>
</tr>
<tr>
<td>Drawing I:</td>
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<tr>
<td>Ceramics I:</td>
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<tr>
<td>2-D:</td>
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<tr>
<td>3-D:</td>
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<tr>
<td>Painting I:</td>
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<tr>
<td>Intro. To Graph. Des.</td>
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<tr>
<td>Writing</td>
</tr>
<tr>
<td><strong>TOTAL Averages</strong></td>
</tr>
</tbody>
</table>
# INDIVIDUAL SENIOR SEMINAR REVIEW EVALUATION

## Individual Student by Individual Faculty Rating Form

**NAME** ________________________________  **DATE** ____________

Key:  
- 4.0 – 5.0 = Exemplary
- 3.0 – 3.9 = Proficient
- 2.0 – 2.9 = Marginal
- 1.0 – 1.9 = Unacceptable

### RESUME
1. Presentation form/Organization
   - [Blank]
2. Content/Clarity
   - [Blank]
3. Professionalism
   - [Blank]  Average _____

### SENIOR WORKS-SLIDE PRESENTATION
4. Information/content quality
   - [Blank]
5. Organization
   - [Blank]
6. Presentation / discussion
   - [Blank]
7. Slide quality
   - [Blank]  Average _____

### PORTFOLIO
12. Amount of work
    - [Blank]
13. Evidence of editing
    - [Blank]
14. Quality of work
    - [Blank]
15. Discussion of work
    - [Blank]  Average _____

### SENIOR EXHIBITION
16. Invitation/brochure quality
    - [Blank]
17. Organization of exhibition
    - [Blank]
18. Exhibit presentation/lighting
    - [Blank]
19. Evidence of Editing
    - [Blank]  Average _____

### TOTAL
   - [Blank]

**SENIOR REVIEW OVERALL AVERAGE** ________________

**Faculty Evaluator**____________________________________________
# SENIOR SEMINAR REPORT TO STUDENT

**NAME**

**DATE**

**RESUME**
1. Presentation form/Organization
2. Content/Clarity
3. Professionalism

**SENIOR WORKS - SLIDE PRESENTATION**
4. Information quality
5. Organization
6. Presentation discussion
7. Slide quality

**PORTFOLIO**
12. Amount of work
13. Evidence of editing
14. Quality of work
15. Discussion of editing/choices

**SENIOR EXHIBITION**
16. Invitation quality
17. Organization of exhibition
18. Exhibit presentation/lighting
19. Evidence of Editing

<table>
<thead>
<tr>
<th>Key:</th>
<th>4.0 – 5.0 = Exemplary</th>
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<th>2.0 – 2.9 = Marginal</th>
<th>1.0 – 1.9 = Unacceptable</th>
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</thead>
<tbody>
<tr>
<td><strong>TOTAL OVERALL AVERAGE</strong></td>
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</tbody>
</table>

**FACULTY SIGNATURE**

*Signature 1*

*Signature 2*

*Signature 3*

*Signature 4*
COMPOSITE FACULTY ASSESSMENT RESULTS:
SENIOR SEMINAR REVIEWS

ACADEMIC YEAR ____________  NUMBER GRADUATED ____________
See Evaluation Rubric  Art Ed ________  Art ________  Graph. Des. ________
Key:  4.0-5.0 = Exemplary
      3.0-3.9 = Proficient
      2.0-2.9 = Marginal
      1.0-1.9 = Unacceptable

Senior Score Ratings by Faculty

<table>
<thead>
<tr>
<th>Category</th>
<th>student 1</th>
<th>student 2</th>
<th>student 3</th>
<th>student 4</th>
<th>Student 5</th>
<th>Category Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resumé</td>
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<tr>
<td>Average Rating</td>
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<tr>
<td>Senior Works:</td>
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<tr>
<td>Slides &amp; Presentation</td>
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<td>Research Slide Presentation:</td>
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<tr>
<td>Senior Exhibition</td>
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STUDENT COMPOSITE AVERAGE

COMPOSITE AVERAGE-Graduating Seniors:  ____________