



OFFICE OF ACADEMIC ASSESSMENT
The UNIVERSITY of OKLAHOMA

Program Assessment Report

2024 - 2025

COFA - Art Technology and Culture (BFA)

General Information

Program Mission/Description

The OU School of Visual Arts at the University of Oklahoma cultivates a vibrant intellectual community that fosters the greatest possible excellence in the study of the visual arts, design, and art history. The School was established in 1915, and is the oldest and most comprehensive school of art in the state of Oklahoma. Through civic engagement, we endeavor to meet the artistic needs of Oklahoma's citizens and promote the growth of culture. We offer the BFA and MFA in Art and the BA, MA, and Ph.D. in Art History. We strive for excellence in teaching, publishing, and creating art and design at the highest level. The School prepares our students for success nationally and internationally as artists, designers, scholars, teachers, and influential patrons of all the arts.

College

Fine Arts

Department/School/Division

School of Visual Arts

Assessment Liaison

Stuart Asprey

COFA - Art Technology and Culture (BFA)

Visual Literacy

Student Learning Outcome (SLO)

Students should be able to recognize and apply the formal and conceptual vocabularies of art.

Outcome Status

Active

Direct - Project, Exhibition

Assessment Method Description

BFA Exhibition: This final project allows students to display their level of independent inquiry, selecting student relevant subject matter that communicates intentional content through appropriate means. The end result of this project is a group exhibition and short writing project that serves as a brief autobiographical monograph.

Performance Target

Satisfactory completion by 70% of students of a project that displays accomplished understanding of the relationship between concepts and formal visual structures. (see rubric)

Related Documents

[Capstone BFA Rubric Guidelines.docx](#);

[ATC Syllabus.png](#);

[ATC Project.png](#)

2024 - 2025

Assessment Results Entry Date

08/24/2025

Assessment Results

7 students displayed an exemplary understanding of the relationship between concepts and formal visual structures

1 students displayed an accomplished understanding of the relationship between concepts and formal visual structures

0 students displayed a developing understanding of the relationship between concepts and formal visual structures

0 students displayed a beginning understanding of the relationship between concepts and formal visual structures

Optional Charts, Graphs, Images

Facts and figures for the School of Visual Arts (SoVA) ending assessment were collected using ATC 4863. This upper division class is intended for art, technology and culture students in their final academic year and offers insight to their art, technology and design skills as they matriculate. The statistics and information were gathered during interviews and/or online surveys given to the ATC 4863 instructor of record. The SoVA offered one section in the fall 2024 and one section in the spring 2025 (8 BFA students are included in this assessment).

The assessment tools used for ATC 4863 included an artist statement and exhibition.

Exhibition: Allows students to display their level of independent inquiry, selecting student relevant subject matter that communicates intentional content through appropriate means.

Artist Statement-This writing project provides context for an artist's work, explaining its meaning, inspiration, and creative process. It serves as a vital communication tool, helping viewers understand and appreciate the artwork

COFA - Art Technology and Culture (BFA)

GENERAL REMARKS:

The collected data is consistent with past years with most of our graduating students falling on the left side of the bell curve (in terms of SoVA SLO's). Instructor comments included the fact that while students have well developed technical skills they still need more time to critically self-evaluate their own work in relationship to the contemporary art community.

INSTRUCTOR SLO REMARKS/COMMENTARY:

- Instructor sees a continued to teach a series of courses geared towards game design (2000, 3000, 4000 level appropriate classes with the possibility of offering multiple 3000 level courses that focus on game theory, conceptualization, storytelling, character development, and tertiary technological support (lightening, sound, etc.).

- Currently, game design is still spread out through the curriculum with no specific track of classes. In addition to the general sense of game development through various software programs and computer platforms, these courses would include a deeper investigation into

- Discussions are starting in the ATC about the possibility of restructuring our curriculum to become a more inclusive program that allows our students more freedom to explore genres and materials. This is partially due to the fact that during student exit interviews we have seen a growing trend where students would like more freedom to choose a variety of courses during their BFA program to become a "more well-rounded student". As art boundaries and lines become less defined, we feel it necessary to continue to consider what is best for our art student's professional development.

- Sees more benefit from the artist statement rather than a long paper. Students relying and using (abusing) AI/ChatGPT has definitely produced horrible long writing assignments, often times appearing that two different people wrote the papers (one computer, the other the student).

Don't agree with the paper. Busy work for the students. TOO MUCH for the students. Could we reduce the work load to find more efficiency. THE EXHIBITION and PUBLIC PRESENTATION.

Results Status

Target Met

Number of Students Assessed

8

Related Documents

[ATC_BFA_Rubric_Total.docx](#)

USE OF ASSESSMENT RESULTS

Curriculum

Game Design should be a high priority with the ATC area. Other areas on campus are also not capitalizing in this highly sought after skill set.

The new curriculum working in a much more efficient manner (not having a capstone in addition to the 2 BFA courses). Has a more organized, professional feeling.

Overall Program Effectiveness

COFA - Art Technology and Culture (BFA)

Looking to next year's exhibition(s) is the possible inclusion of a public presentation to replace additional writing assignments. Thought is that this would push students away from the use of AI/ChatGPT and be a more accurate representation of a real life, post-graduation, art experience. The student would still need to write in order to prepare but the graded aspect would be the presentation.

Other

ATC has a need for a permanent room that is venue for their own maker's space. Can no longer rely on the other faculty to keep labs open on a regular basis.

Critical Thinking

Student Learning Outcome (SLO)

Through the implementation of creative problem solving, directed research, and adaptive learning, students should be able to demonstrate the ability to think critically, analytically, and conceptually about art.

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6 students displayed exemplary ability to think critically, analytically, and conceptually.
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Technical Competency

Student Learning Outcome (SLO)

Students should be able to demonstrate the ability to select and manipulate materials and techniques in order to clearly define both form and content.

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Active

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08/24/2025

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8 students displayed exemplary ability to appropriately manipulate and utilize materials for the purpose of artistic expression

0 students displayed accomplished ability to appropriately manipulate and utilize materials for the purpose of artistic expression

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Synthesis of Knowledge

Student Learning Outcome (SLO)

Utilizing strategies for project development, including inspiration, ideation, iteration, and resolution, students should be able to design, create, and critique an original body of work.

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7 students displayed exemplary ability to conceive and create unique works of art

1 students displayed accomplished ability to conceive and create unique works of art

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Other

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Professional Competency

Student Learning Outcome (SLO)

Students should be able to demonstrate and practice professional standards in the production, presentation, and dissemination of their work.

Outcome Status

Active

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