

## **Assessment of Student Learning Plan (ASLP): ART Program**

2014-15 Academic Year

### **A. College, Department/Program, Date**

<i>College</i>	CAHS
<i>Department/Program</i>	ART
<i>Date</i>	May 15, 2015

### **B. Contact Person for the Assessment Plan**

Kim Grant, Assoc. Professor & Chair of the Art Department

### **C. Degree Program**

BA in Art

### **D. Assessment of Student Learning**

We established the following:

#### **Student Learning Outcomes**

1. Students will produce a sustained project or series of artworks.
2. Students will have the necessary technical, perceptual and compositional skills for basic visual communication and artistic expression in at least one medium.
3. Students will understand the connections between the formal elements of an artwork and its conceptual basis
4. Students will be able to analyze, evaluate, and interpret their own artworks and those of other artists in writing and orally.
5. Students will have a working knowledge of art history, basic art theory, and the ability to conduct research.

We developed a studio assessment rubric to address outcomes 2-4 and a plan for assessing students at several points in their degree program beginning Fall 2015.

One student project in each studio foundation course (ART 141, 142 and 151) will be assessed on outcomes 2, 3 and 4 every semester.

Students participating in each semester's portfolio review will be assessed on outcomes 2 and 4.

Students in the studio Advanced I Capstone courses will be assessed on outcomes 1-4 every semester.

Students in all levels of art history courses will be assessed every semester on outcome 5 using a separate rubric developed specifically for art history learning objectives through the assessment of papers and test essays.

**E. Community Engagement Activities**

<u>Community Engagement Activity</u>	<u>Included</u>	<u>Required/Optional</u>
Student Research (related to a community-based problem)	Optional	
Student-Faculty Community Research Project	Optional	
Internship, or a Field Experience	Optional	
Independent Study (community-related project)	Optional	
Study Abroad, or an International Program	Optional	
Interdisciplinary Collaborative Project (community related)	Optional	

a. Please list the courses (i.e. EDU 400) that have a “community engagement” activity in your program:

*Mid-Level courses:* ART 312 – Topics in Studio Art (This is a variable topics course, but it is often used for courses with a significant community engagement component.)

ARH 312 – Art as Social Action

*Upper-level courses:* ART 400 – Internship in the Visual Arts

# Assessment of Student Learning Plan (ASLP): Studio Art Program

2014-15 Academic Year

## A. College, Department/Program, Date

<i>College</i>	CAHS
<i>Department/Program</i>	ART
<i>Date</i>	May 15, 2015

## B. Contact Person for the Assessment Plan

Kim Grant, Associate Professor and Chair of the Art Department

## C. Degree Program

BFA in Studio Art

## D. Assessment of Student Learning

We established the following:

### **Student Learning Outcomes**

1. Students will produce and exhibit an original body of artwork in their area of concentration.
2. Students will demonstrate professional, entry-level competence in their chosen artistic media by exhibiting technical facility and making a coherent set of artistic/intellectual goals evident in their work.
3. Students will be able to analyze and employ the elements and principles of visual organization and design in their own artwork and that of others.
4. Students will be able to analyze and evaluate, both orally and in writing, their own artwork and that of others and be able to situate it in relation to historical and contemporary art, issues, and society.
5. Students will have a working knowledge of art history, basic art theory, and the ability to conduct research on topics relating to their art.

We developed a studio assessment rubric to address outcomes 1-4 and a plan for assessing students at several points in their degree program beginning Fall 2015:

Randomly selected students in each studio foundation course (ART 141, 142 and 151) will have a specific appropriate project/assignment assessed on outcomes 2, 3 and 4 every semester.

All students participating in each semester's portfolio review will be assessed on outcomes 2 and 3.

All students in the studio Advanced I courses will be assessed on outcomes 1-4 every semester.

All students in the Capstone course, ART 401 – Senior Seminar in Studio Art, and the Senior Show will be assessed on outcomes 1-4.

Students in all levels of art history courses will be assessed every semester on outcome 5 using a separate rubric developed specifically for art history learning objectives through the assessment of papers and test essays.

In addition to the formal establishment of assessment procedures described above faculty assessed the current Capstone class and the required advanced studio courses for BFA students that should prepare them for this class. Strategies for improving outcome 1 were discussed, including enforcing more stringent expectations for student achievement.

Student portfolio evaluation is a standard assessment activity performed each semester. It is now part of a larger formal system of program evaluation. The annual Senior Seminar and the Senior Show are also long-established forms of assessment in this degree program.

**E. Community Engagement Activities**

<u>Community Engagement Activity</u>	<u>Included</u>	<u>Required/Optional</u>
Student Research (related to a community-based problem)	Optional	
Student-Faculty Community Research Project	Optional	
Internship, or a Field Experience	Required	
Independent Study (community-related project)	Optional	
Study Abroad, or an International Program	Optional	
Interdisciplinary Collaborative Project (community related)	Optional	

a. Please list the courses (i.e. EDU 400) that have a “community engagement” activity in your program:

*Mid-Level courses:* ART 312 – Topics in Studio Art (This is a variable topics course, but it is often used for courses with a significant community engagement component.

ARH 312 – Art as Social Action

*Upper-level courses:* ART 400 – Internship in the Visual Arts

# Assessment of Student Learning Plan (ASLP): ART History

2014-15 Academic Year

## A. College, Department/Program, Date

*College* CAHS  
*Department/Program* ART  
*Date* May 13, 2015

## B. Contact Person for the Assessment Plan

Kim Grant, Assoc. Professor of Art History and Chair of the Art Dept.

## C. Degree Program

BA in Art with a Concentration in Art History

## D. Assessment of Student Learning in the Program

We established the following:

### Student Learning Outcomes

1. Students will produce an extensive art historical research paper/project that presents visual and textual evidence, employs scholarly art historical sources, and uses standard academic formatting.
2. Students will be able to analyze and evaluate cultural representations in historical contexts in both written work and oral presentations.
3. Students will understand and be able to employ a range of art historical methodologies.
4. Students will have in-depth knowledge of artists, artworks, and issues pertaining to Western and Non-Western art and culture in pre-modern and modern periods.

We also established a detailed rubric and assessment plan for all levels of art history courses that will be implemented every semester beginning Fall 2015.

This plan entails assessment of random samplings of papers and test essays from at least five students in each class at all levels of the degree program. Students assessed in 300-level art history courses will also be chosen to represent students at all stages of their coursework in the program.

**E. Other Course Assessment Activities:**

We established common goals and objectives for all sections of ARH 111 and ARH 112 as well as formal assessment guidelines, including a grading rubric, for all faculty teaching these courses.

**F. Community Engagement in the Art History Concentration:**

Student Research (related to a community-based problem)	Optional
Student-Faculty Community Research Project	Optional
Internship, or a Field Experience	Required
Independent Study (community-related project)	Optional
Study Abroad, or an International Program	Optional
Interdisciplinary Collaborative Project (community related)	Optional

a. *Please list the courses (i.e. EDU 400) that have a “community engagement” activity in your program:*

*Mid-level courses:*

ARH 312 – Art as Social Action

*Upper-level courses:*

ARH 400 – Internship in the Visual Arts

# Assessment of Student Learning Plan (ASLP): Art & Entrepreneurial

2014-15 Academic Year

## A. College, Department/Program, Date

*College* CAHS  
*Department/Program* ART  
*Date* May 15, 2015

## B. Contact Person for the Assessment Plan

Kim Grant, Assoc. Professor & Chair of the Art Department

## C. Degree Program

BA in Art with a Concentration in Art and Entrepreneurial Studies

## D. Assessment of Student Learning

We established the following:

### **Student Learning Outcomes**

1. Students will produce a sustained project or series of artworks.
2. Students will have the necessary technical, perceptual and compositional skills for basic visual communication and artistic expression in at least one medium.
3. Students will understand the connections between the formal elements of an artwork and its conceptual basis
4. Students will be able to analyze, evaluate, and interpret their own artworks and those of other artists in writing and orally.
5. Students will have a working knowledge of art history, basic art theory, and the ability to conduct research.
6. Students will develop the business knowledge and skills necessary for a career in the creative arts in the business or non-profit sector.

We developed a studio assessment rubric to address outcomes 2-4 and a plan for assessing students at several points in their degree program beginning Fall 2015.

One student project in each studio foundation course (ART 141, 142 and 151) will be assessed on outcomes 2, 3 and 4 every semester.

Students participating in each semester's portfolio review will be assessed on outcomes 2 and 4.

Students in the studio Advanced I Capstone courses will be assessed on outcomes 1-4 every semester.

Students in all levels of art history courses will be assessed every semester on outcome 5 using a separate rubric developed specifically for art history learning objectives through the assessment of papers and test essays.

**E. Community Engagement Activities**

<u>Community Engagement Activity</u>	<u>Included</u>	<u>Required/Optional</u>
Student Research (related to a community-based problem)	Optional	
Student-Faculty Community Research Project	Optional	
Internship, or a Field Experience	Required	
Independent Study (community-related project)	Optional	
Study Abroad, or an International Program	Optional	
Interdisciplinary Collaborative Project (community related)	Optional	

a. *Please list the courses (i.e. EDU 400) that have a “community engagement” activity in your program:*

*Mid-Level courses:* ART 312 – Topics in Studio Art (This is a variable topics course, but it is often used for courses with a significant community engagement component.)  
 ARH 312 – Art as Social Action

*Upper-level courses:* ART 400 – Internship in the Visual Arts

# Assessment of Student Learning Plan (ASLP): Art Education

2014-15 Academic Year

## A. College, Department/Program, Date

*College* CAHS  
*Department/Program* ART/ Art Education  
*Date* May 18, 2015

## B. Contact Person for the Assessment Plan

Kelly Hrenko, Assistant Professor of Art Education  
Kim Grant, Associate Professor and Chair of the Art Department

## C. Degree Program

*BFA in Art with a Concentration in Art Education*

## D. Assessment of Student Learning in Your Program

### Student Learning Outcomes<sup>1</sup>

#### *In Art Education:*

1. Students will understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches and create learning experiences that make these aspects of subject matter meaningful for their students. (**Pedagogical Content Knowledge: Integrating Content and Pedagogy**)
2. Students will demonstrate multiple instructional strategies and teaching practices based on k-12 student development of critical thinking, problem solving, engagement, and collaborative learning. (**Inquiry Based Teaching and learning**)
3. Students will exhibit their place, and understanding, in the field of art education as a life-long learner. (**Scholarship of Teaching and Learning: Grounding Practice in Theory and Research**)
4. Students will model respect and understanding for individual learning differences in their students, and work to accommodate each students' needs. (**Diversity of Learners**)

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<sup>1</sup> For Indicators of each outcome- see attachment.

Art education students are already assessed using state (MDOE) and program (INTASC) teaching standards. The four learning objectives are in addition to the current assessment models in use.

Students in the art education program will be evaluated on all four learning objectives during their internship teaching year/capstone experience (while in courses: AED 421/400 and EDU 324) beginning fall 2015. (Direct measures: Passing state praxis exam for k-12 license, collection of student studio and teaching examples for capstone exhibit, Performance evaluations from mentor teachers based on over 400 hours of teaching experience in k-12 or community art programs, Indirect measures: weekly reflections, evolution of teaching portfolio and corresponding content: teaching philosophy, lesson plans developed and revised each semester- finalized in AED 421/400 and then used as capstone portfolio and job portfolio)

Students in AED 221 (art education practicum) and AED 222 (artlab) will first be assessed on objectives 1 and 2 as reflected in their teaching assignments (on and off campus k-12 teaching) and curriculum development expected as part of both courses, fall 2015. (Direct measures: creating and teaching lesson plans to k-12 youth as observed field experience. Indirect measures: weekly reflections, evolution of teaching portfolio and corresponding content: teaching philosophy, lesson plans developed and revised each semester)

Students in AED 321 will be assessed on objective 3 as part of a research paper and presentation on art education issues and contemporary practices, beginning Spring 2016. (Direct measures: paper, research presentation. Indirect measures: weekly reflections, evolution of teaching portfolio and corresponding content: teaching philosophy, lesson plans developed and revised each semester)

The Art education faculty and School of Education faculty, using the attached rubric, assess all objectives. Assessment of the objectives per student will be done each semester as students move through the art education coursework and accomplish the corresponding learning objectives.

The student performance in meeting all four Learning objectives will drive any necessary changes to the art education program curriculum. If students are not meeting all objectives after completing the corresponding coursework, revisions will be made to class assignments and assessment practices program-wide.

<u>Community Engagement Activity</u>	<u>Included</u>
Internship, or a Field Experience	R
Independent Study (community-related project)	R
Capstone Course (community-related project)	R
Service-Learning (a component of a course)	R
Interdisciplinary Collaborative Project (community related)	O
Other Activities (not mentioned above): 28 weeks of teaching experience in k-12 classrooms or community based art programs.	

a. Please list the courses (i.e. EDU 400) that have a “community engagement” activity in your program:

*Entry-level courses: AED 221, AED 222*

*Mid-level courses: AED 321*

*Upper-level courses: AED 421, EDU 324, AED 400*

## Art Education Core Practices

### **Pedagogical Content Knowledge: Integrating Content and Pedagogy**

**Students will:** Understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches and create learning experiences that make these aspects of subject matter meaningful for their students.

#### *KEY INDICATORS:*

- Demonstrates an understanding of the central concepts of his or her discipline.
- Uses explanations and representations that link curriculum to prior learning.
- Evaluates resources and curriculum materials for appropriateness to the curriculum and instructional delivery.
- Engages students in interpreting ideas from a variety of perspectives.
- Uses interdisciplinary approaches to teaching and learning.
- Uses methods of inquiry that are central to the discipline.

**Inquiry Based Teaching and learning** Demonstrates multiple instructional strategies and teaching practices based on k-12 student development of critical thinking, problem solving, engagement, and collaborative learning.

#### *KEY INDICATORS:*

- Selects and uses multiple teaching and learning strategies (a variety of presentations/ explanations/ processes) to encourage students in critical thinking and problem solving.
- Assumes different roles in the instructional process (instructor, facilitator, coach, audience) to accommodate content, purpose, and learner needs.
- Engages students by relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and solve problems that are meaningful to them.
- Organizes, prepares students for, and monitors independent and group work that allows for full and varied participation of all individuals.
- Analyzes classroom environment and interactions and makes adjustments to enhance social relationships, student motivation/engagement and productive work.

**Scholarship of Teaching and Learning: Grounding Practice in Theory and Research** Exhibit their place, and understanding, in the field of art education as a life-long learner.

#### *KEY INDICATORS:*

- Uses classroom observation, information about students and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice.

- Uses professional literature, colleagues, and other resources to support self-development as a learner and as a teacher.
- Consults with professional colleagues within the school and other professional arenas as support for reflection, problem-solving and new ideas, actively sharing experiences, and seeking and giving feedback.

**Diversity of Learners** Model respect and understanding for individual learning differences in their students, and work to accommodate each students’ needs.

*KEY INDICATORS:*

- Evaluates student performance to design instruction appropriate for social, cognitive, and emotional development.
- Designs instruction appropriate to students’ stages of development, learning styles, strengths and needs.
- Selects approaches that provide opportunities for different performance modes.
- Adjusts instruction to accommodate the learning differences or needs of students (time and circumstance of work, tasks assigned, communication and response modes).
- Uses knowledge of different cultural contexts within the community (socio-economic, ethnic, cultural) and connects with the learner through types of interaction and assignments.
- Creates a learning community that respects individual differences.

Core Skills	Needs Attention	Basic	Proficient	Distinguished	Score
	1	2	3	4	
<b>Pedagogical Content Knowledge</b>					
<b>Inquiry based practices</b>					
<b>Scholarship of teaching and learning</b>					
<b>Field Experiences</b>					
<b>Diversity of Learners</b>					