

Assessment of Student Learning Plan (ASLP): Studio Art (BFA)

2015-16 Academic Year

University of Southern Maine

A. College, Department, Date

College CAHS
Department Art
Date May 2016

B. Contact Person for the Assessment Plan

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

C. Degree Programs

BFA in Studio Arts

D. Assessment of Student Learning: Program Assessment

Do you have your student learning outcomes published on your department's website? No

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.

Student learning outcomes assessed this past academic year:

Outcomes 1-5 were assessed.

*Do you have a **matrix or curriculum map** showing when your student learning outcomes are assessed and in which courses?* No

Assessment Methods Selected and Implemented

Outcomes 1, 3 and 4 were assessed in the spring semester by a group of studio faculty attending the first presentations and final critiques of the annual BFA Exhibition.

Outcome 2 was measured in the fall and spring semesters for all art students taking ART 151, and in the spring semester for art students taking ART 141. Studio faculty graded student self portraits by students in ART 151, and color theory exercises by students in ART 141 using the Studio Art Assessment Rubric.

Outcomes 2 and 3 were measured in the spring semester during the portfolio review process for all students who have completed their foundation courses. Six faculty members scored student portfolios using the Studio Art Assessment Rubric.

The Studio Art Assessment Rubric evaluates the following skills:

- 1) **Visual Development** based on employment of: elements and principles of art and design; spatial organization; space, form, line, texture, value, and time.
- 2) **Technical Facility and Manual Development** based on mastery of materials and techniques and effective objective perceptual drawing
- 3) **Conceptualization and Expression** based on the use of a personal and unique approach, the development of complex and/or divergent approaches, and risk taking relevant to objective.
- 4) **Presentation** based on the level of craft, organization, clarity, purpose, and care.

Outcomes 4 and 5 were measured in the fall semester using the Art History Assessment Rubric. Random samples of papers and test essays from at least five art students in each art history class.

The Art History Assessment Rubric scores each paper and test on skills related to outcomes 4 and 5:

- 1) Identification of art historical periods and movements including their formal characteristics and types of artwork
- 2) Demonstration of visual literacy and the employment of appropriate specialized vocabulary
- 3) Understanding the visual arts in their cultural context and the artist's role in different cultures
- 4) Critical thinking - Able to analyze artworks in relation to historical, intellectual, and cultural context.
- 5) Research skills

Using the Assessment results to Improve Student Learning

All full time studio art faculty collaborate on the assessments of studio art classes, portfolios and the BFA exhibition and critique. They also review assessment results at an end of the year meeting.

Evaluating student portfolios as a group using the assessment rubric resulted in greater consistency and agreement in the evaluation of student portfolios. In addition, faculty wrote letters to each student giving them details on their results and the areas in which their work appeared to need more attention and development. This is a new approach to the portfolio results, which were typically assigned a pass/fail grade without any specific feedback. This more detailed form of reporting on the evaluation is intended to help students become aware of areas in which they need improvement and take steps to improve them..

The results of the portfolio assessments indicated some weakness in perceptual drawing skills, and the department agreed to emphasize the importance of drawing skills. The lowest scores were for presentation, which is an ongoing challenge. The department is planning to work more on presentation skills in the context of foundation courses., and next year the portfolio assessment will be focused on presentation skills.

Assessment of student self portraits in the ART 151 classes will continue through next year. We are refining the baseline expectations and the format of the assignment. More samples are needed to draw conclusions regarding the development of perceptual drawing skills in the introductory class.

Assessment of the first presentations and final critiques of the annual BFA Exhibition show that work in the Senior Seminar greatly improved students' ability to meet outcomes 1, 3 and 4. We plan to continue to work on students' abilities in relation to Outcome 4, verbal interpretation, analysis and evaluation skills, throughout the curriculum.

The two tenured art history faculty reviewed and scored all papers and tests submitted for assessment. Certain skills were identified as requiring further development: visual analysis, ability to discuss artworks in relation to cultural context and period characteristics, and research skills.

Solutions: Ensure regular assignments/tests requiring visual analysis in classes at all levels; ensure regular assignments/tests requiring students to discuss works explicitly in relation to

period characteristics and cultural context in classes at all levels; assign one bibliographic project or 5-8 page research paper focusing on a single work of art in upper level classes.

All Art Department programs underwent a NASAD reaccreditation review in Spring 2016.

Course Assessment Activities: None

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	

Courses with a community engagement activity.

ARH 312 Art as Social Action

ART 312 Topics in Studio Art (often a community art engagement project)

ART 400 Internship

ART 412 Topics: Artist in Residence (usually a community art engagement project)