

Assessment of Student Learning Plan (ASLP): ART Programs

2017-18 Academic Year

University of Southern Maine

A. College, Department, Date

College CAHS
Department ART
Date 05/25/18

B. Contact Person for the Assessment Plan

Name and title Jan Piribeck, ART CHAIR

C. Degree Program

Name of Degree Program BA and BFA programs

D. Assessment of Student Learning: Program Assessment

Step 1: Identify the Student Learning Outcomes (SLO's)

a. Do you have your student learning outcomes published on your department's website? Yes/No

i. If yes, please indicate the url: The learning outcomes have been submitted, but do not show up yet.

ii. If no, please list 3-5 of the most important student learning outcomes for your program. **What will students know by the end of your program?**

-Demonstrate entry level competence in their chosen art media by exhibiting technical facility and making a coherent set of artistic and intellectual goals evident in their work.

- Produce and exhibit original artwork in their areas of concentration

-Be able to analyze and evaluate cultural representations in historical contexts in both written work and oral presentations.

-Gain knowledge and skills in creative thinking and problem solving that are transferable to a wide range of disciplines and professions.

iii.

- b. Please identify **which of your student learning outcome(s) were assessed this past academic year**. (One or more of the outcomes and corresponding assessment plans could come from your department's CORE Course Blueprint(s).

The department recently underwent a rigorous self-study for national accreditation. This effort, in addition to doing substantial work in 2017, led to the decision to focus on other important departmental goals this year, 2018. We did, however, identify our program learning outcomes and discussed potential assessment goals for next year.

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

- i. If yes, do you have this map published on your website? Please indicate url or attach a copy of the curriculum map.

Step 2: Assessment Methods Selected and Implemented

- a. Identify which direct measures (other than course grades), that were used to determine whether students achieved the stated learning outcomes for the degree.

Portfolio reviews and BFA capstone exhibitions and presentations.

- b. Briefly describe when you implemented the assessment activity, and if a scoring rubric was used to evaluate the expected level of student achievement. (This information may be shown on your curriculum map).

A scoring sheet is used to assess different categories of student work in the portfolio review. All art faculty are invited to participate in the review.

Step 3: Using the Assessment results to Improve Student Learning

a. Briefly describe your unit's process of reviewing the program assessment results (i.e. annual process by faculty committee, etc).

Reviewed at department meetings.

b. What specific changes have been or will be made to improve student learning, as a result of using the program assessment results?

Expectations and criteria for rating portfolios were clarified.

c. Date of most recent program review/self-study?

2016

E..Course Assessment Activities: *Is your program able to report any assessment-related activities at the Course-Level... (i.e. created grading rubrics to use in required courses, examined student progress in entry-level courses, developed a new course, etc)? Please briefly explain any assessment projects.*

NA

F. Community Engagement Activities in your departmental curriculum:

a. Does your department have a student learning outcome that is related to any community engagement activities? If so, please state the outcome.

We do not have a specific program outcome related to community engagement.

b. Please indicate if any of the community engagement activities listed below are included in your program's curriculum, by noting which activities are required or optional for students in your major.

<u>Community Engagement Activity</u>	<u>Required/Optional</u>	
Student Research (related to a community-based problem)	R	<u>Q</u>
Student-Faculty Community Research Project	R	<u>Q</u>
Internship, or a Field Experience	R	O
Independent Study (community-related project)	R	<u>Q</u>
Capstone Course (community-related project)	R	<u>Q</u>
Service-Learning (course-based)	R	<u>Q</u>
Study Abroad, or an International Program	R	<u>Q</u>
Interdisciplinary Collaborative Project (community related)	R	<u>Q</u>
Student Leadership Activities (related to a team project)	R	<u>Q</u>
Students/Faculty Community Leadership (advisory boards, committees, conference presentations)	R	<u>Q</u>
Other activities:		

c. Please list any courses (i.e. EDU 400) that have a community engagement activity in your program.

Entry-level courses: _____ Mid-level courses: _____ Upper-level courses: _____

Entry-level courses: AED 221, AED 222 Mid-level courses: AED 321 Upper-level courses: AED 421, EDU 324, AED 400, ART 400