

Assessment of Student Learning Plan (ASLP): BA in ART & AES

2018-19 Academic Year

A. College, Department, Date

College CAHS
Department ART
Date May 2019

B. Contact Person for the Assessment Plan

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Michael Shaughnessy, Professor Art

C. Degree Program

BA in Studio Art
BA in Art with a Concentration in Entrepreneurial Studies

D. Assessment of Student Learning: Program Assessment

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

Are your student learning outcomes published on your department's website?
No- not specifically for this program

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.

*Please identify **which of your student learning outcome(s) were 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

Step 2: Assessment Methods Selected and Implemented

- a. **Identify which assessment measures (beyond individual student grading) were used to determine whether students achieved the stated learning outcomes for the degree.** (NOTE: Many undergraduate programs are using their recently approved Capstone courses to assess student learning. Assessment plans included in your Capstone Proposal in the CCC may be referred to as examples of assessment work in your program.)

- b. *Briefly describe when you implemented the assessment activity; if a rubric or other structured approach was used to assess student outcome achievement, please describe and/or attach the rubric.*

Assessment Methods Selected and Implemented

Outcome 2 was measured in the fall and spring semesters for all art students taking ART 151 who submitted self-portraits at the beginning and end of the semester for assessment.

Outcomes 3 and 4 were assessed by giving students in ART 141 a vocabulary quiz at the beginning and end of the semester.

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

Outcome 4 was assessed in the capstone advanced studio classes by a questionnaire that required students to reflect on their experience in the USM Art program, their artistic motivations, strengths, weaknesses and goals.

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 and spring semesters using the Art History Assessment Rubric. Random samples of papers and test essays from three 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 and portfolios.

Assessment of student self-portraits in the ART 151 classes continued from last year, and was part of the department's efforts to strengthen emphasis on perceptual drawing skills. Overall, students' skills improved markedly by the end of the semester indicating that students are getting quality instruction in ART 151.

All ART 141 vocabulary quizzes continue to show marked improvement, and standard terms scored in the mid-80s to 90s at the end of the semester indicating strong teaching of 2d design at the foundation level. Terms relating to color scored somewhat lower this past year, indicating a need to reconsider the teaching of color in this class.

The portfolios showed marked improvement in presentation skills as a result of increased emphasis laid on their importance this year. More students attended the pre-portfolio presentation workshop and submitted strong, well-presented portfolios.

The questionnaire in the advanced studio capstone classes elicited a very wide variety of responses, but a number of students' responses indicated there is a need for more serious reflection and greater development of the way they think about the intended viewers of their work, and also how they project their work out into the world.

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

Solutions: Continue to require classes at all levels to regularly assign tests and papers that require students to discuss artworks explicitly in relation to period characteristics and cultural context. Continue to assign research projects in upper level classes and work to ensure that students are given all the necessary tools and instruction to develop research skills.

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

Community Engagement Activities in your departmental curriculum:

a. Does your department have a student learning outcome that is related to any community engagement activities? Internships are required for all students BA and BFA degrees. Community engagement is part of all degrees- through the requirement of internships and capstone course requirements.

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

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

- 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)

Entry-level courses: 0 Mid-level courses: 2 Upper-level courses: 2