

Assessment of Student Learning Plan (ASLP): Studio ART

2018-19 Academic Year

University of Southern Maine

A. College, Department, Date

<i>College</i>	CAHS
<i>Department</i>	ART
<i>Date</i>	May 2019

B. Contact Person for the Assessment Plan

Kelly Hrenko, Assoc. Professor and Chair of the Art Dept.

C. Degree Program

BFA in Studio Arts

D. Assessment of Student Learning: Program Assessment

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

- a. *Are 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.

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

Student learning outcomes assessed this past academic year:

Outcomes 1-5 were assessed.

Assessment Methods Selected and Implemented

Outcomes 1, 3 and 4 were assessed by a group of studio faculty attending the first presentations of the Senior Seminar class 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 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.

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, portfolios and the BFA exhibition and critique.

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. In response to last year's assessment results this year particular attention was paid in the Senior Seminar to developing the verbal and analytic skills associated with Outcome 4.

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 showed marked improvement at the end of the semester, 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 indicating a need to reconsider the teaching of color in this class.

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?*

Community engagement is part of all degrees- through the requirement of internships and capstone course requirements.

<u>Community Engagement 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):	

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)

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