**Department of Art & Design**

**Studio Art Option**

Annual Assessment Report AY 2015/2016

**Preface.**

The following assessment report is for the Studio Art option in the Department of Art & Design. Interior Design, M.A. in Art, and Art Education generate separate reports. Similarly, the Graphic Design Option will be included in a separate report as a part of the B.F.A. in Graphic Design.

**1. What Learning Outcomes did you assess?**

Learning Outcome C1

Demonstrate proficiency in fundamental techniques and processes relevant to the medium.

Learning Outcome D2

Compose compelling and thought-provoking content in created artistic works.

Learning Outcome E2

Identify and exhibit the understanding of the influence of historical context of art.

**2. What instruments did you use to assess them?**

Learning Outcomes C1 & D2:

Studio Art faculty utilized final projects from advanced courses. These projects are a final art piece specific to the media of that area. For example, Painting would have a final painted piece and Ceramics would have a final glazed and fired ceramics piece. The projects serve as a culmination of experience from a series of 3-4 courses in the related area. In areas where an advanced course does not exist, the highest course available was used instead.

The tenure-line faculty associated with each area was responsible for collecting projects and conducting the initial assessment. A subsequent assessment and discussion occurred via the assessment group, consisting of Studio Art and Art History faculty.

Assessments were conducted for:

|  |  |  |
| --- | --- | --- |
| Animation | ART 180 | Intermediate 3D Digital Art - Animation |
| Ceramics | ART 161 | Advanced Ceramics |
| Drawing | ART 21 | Figure Drawing |
| Painting | ART 141 | Advanced Painting |
| Photo | ART 182 | Large Format Photography |

Design and Sculpture did not conduct assessments. We were unable to conduct assessments in Printmaking, New Media and Crafts because no tenure-line faculty members are employed in those areas. We will pursue alternative methods to conducting assessments in areas that lack full-time faculty.

A 12-point rubric was used for each learning objective. The accomplishment levels are noted on top and the presumed corresponding year of learning is listed below.

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Beginning | | | Developing | | | Accomplished | | | Exemplary | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Freshman | | | Sophomore | | | Junior | | | Senior | | |

The standards for student performance at the advanced class level should be within the 10-12 point range, which denotes a senior level of performance.

Learning Outcome E2:

Art History Faculty utilized final research papers (ARTH 136) or final exam essays (ARTH 160). ARTH 136, Twentieth Century Modern Art, is an intermediate core class required for all Studio Art and Art History majors. ARTH 160, Africa, is an advanced level Art History course, and it is intended to be a culmination of a sequence of courses.

The tenure-line faculty associated with each class was responsible for collecting the writings and conducting the initial assessment. Subsequent assessment and discussion occurred via the assessment group, consisting of Studio Art and Art History faculty.

A 12-point rubric was used for each learning objective. The accomplishment levels are noted on top and the presumed corresponding year of learning is listed below.

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Beginning | | | Developing | | | Accomplished | | | Exemplary | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Freshman | | | Sophomore | | | Junior | | | Senior | | |

The standards for student performance in ARTH 132 are in the 5-8 point range, indicating a sophomore/junior level of performance. ARTH 160 results should be in the 10-12 point range, which denotes a senior level of performance.

**3. What did you discover from these data?**

The averaged results of the assessments for each class are:

|  |  |  |
| --- | --- | --- |
| C1 | | |
| Area | Class | Average |
| Drawing | ART 21 | 9.7 |
| Ceramics | ART 161 | 8.3 |
| Animation | ART 180 | 7.3 |
| Photo | ART 182 | 7.7 |
|  |  |  |
| D2 | | |
| Area | Class | Average |
| Painting | ART 141 | 12 |
| Ceramics | ART 161 | 7.7 |
| Animation | ART 180 | 6.7 |
| Photo | ART 182 | 8.0 |
|  |  |  |
| E2 | | |
| Area | Class | Average |
| Art History | 136 | 6.0 |
| Art History | 160 | 10.0 |

Overall, the results indicated general strains of deficiencies. In the faculty discussions many deficiencies were attributed to problems in the curricular structure. It was conceded that a lack of prerequisites and course requirements are primarily responsible for undermining the effectiveness of content delivery. Other causes were attributed to a lack of tenure-line faculty in certain areas and a need for major recruitment in other areas.

Individual course assessment analyses are listed below.

Drawing - ART 21

ART 21 was assessed in error. It is an introductory course. The preliminary assessment was based on course goals and not the program’s learning objectives. The faculty member was on sabbatical during the subsequent assessment and the problem could not be corrected. This data will not be addressed.

Painting - ART 141

The data in ART 141 indicates a very strong set of outcomes. The program has multiple tenure-line faculty, adequate facilities, and a solid curricular structure.

Ceramics - ART 161

The average for C1 learning outcome is somewhat below standard. The results for D2 indicate a greater deficiency. Discussions indicated a lack of majors emphasizing in ceramics taking the course. Additionally, due to low enrollment the course is offered as a combination course with ART 160, Intermediate Ceramics. Lectures are divided between the two courses, one of which is very technical and the other more theoretical. As such, a reduced level of course content is delivered to students and fewer opportunities occur for direct instruction than would be the case if the classes were separate.

Animation - ART180

The average for the C1 and D2 outcomes are below standard, however the course assessed is an intermediate course. The numbers are in line with sophomore/junior standing. A lack of advanced coursework prevents students in the animation area from achieving the standard for the major. Additionally the D2 learning objective, which applies to content and theory, is lower than C1. 3D animation is very technical, and the emphasis relies on support classes from New Media to provide a theoretical component. There has never been a tenure-line professor in New Media since its inception, and there is a lack of courses in that area.

Photo - ART 182

The average for C1 and D2 outcomes are slightly below standard. Discussions indicated that a stronger curricular structure is needed to integrate photo history into the program. There currently exists a photo history class, ART 35, but it is not a part of the requirements for the area of emphasis. Additionally, ART 35 is not offered regularly.

Art History – ARTH 132

The average score for learning objective E2 is in line with the standard for an intermediate class. The average is on the lower end of the standard. One possibility raised is that many Studio Art students enroll in the course, and they may need better preparation through prerequisites and an additional Art History class required.

Art History – ARTH 160

The average score for learning objective E2 is in line with the standard for an advanced class. The average is on the lower end of the standard. Discussions have indicated that there is a need for additional Art History coursework, specifically a methods course. This will help students develop research methodologies that will be beneficial in the advanced art history courses.

**4. What changes did you make as a result of these findings?**

1. An intensive series of curriculum proposals were developed for Animation. The current course structure was revised and 4 new advanced course proposals were developed. The proposals are currently at the college level for review.
2. The department submitted a request for a tenure-line New Media faculty member.
3. A new curriculum proposal has been developed for an Art History course titled Methods and Theories of Art History. It is currently under area review.
4. We are currently in discussions about recruitment for ceramics. We are looking into strategies to separate the intermediate from the advanced course.
5. The department submitted a request for a tenure-line Ceramics faculty member.
6. Photo is developing proposals to integrate ART 35 – Historic and Contemporary Issues in Photography into the photo requirements. Photo is looking to convert into an option, so this change may be delayed to allow it to occur in concert with that larger endeavor.

**5.  What assessment activities will you be conducting in the 2015-16 academic year?**

1. Assess Learning Outcome B1.

Identify aesthetic principles of art and design in verbal or written form.

1. Assess Learning Outcome D3.

Compose compelling and thought-provoking content in created artistic works.

1. Assess Learning Outcome E3.

Identify and describe major artistic movements and issues addressed in contemporary art.

**6.  What progress have you made on items from your last program review action plan?**

Action plan items from the 2013 program review:

(2012-2013) Employ Scoring Rubric for Art projects and Art History exams, Rubric for Portfolios in Art 37 and GD35 - Common Goals (CG) 1 & 4 Area Goals (AG) 1

(2013-2014) Employ Scoring Rubric for Art projects and Art History exams, Rubric for Portfolios in Art 37 and GD35 - CG 2 & 3 AG 3

(2014-2015) Employ Scoring Rubric for Art projects and Art History exams, Rubric for Portfolios in Art 37 and GD35 - CG 1 & 5 AG 3

(2015-2016) Employ Scoring Rubric for Art projects and Art History exams, Rubric for Portfolios in Art 37 and GD35 - CG 1 & 4 AG 4

(2016-2017) Employ Scoring Rubric for Art projects and Art History exams, Rubric for Portfolios in Art 37 and GD35 - CG 2 & 3 AG 5

(2017-2018) Employ Scoring Rubric for Art projects and Art History exams, Rubric for Portfolios in Art 37 and GD35 - CG 1 & 5 AG 1 & 3

(2018-2019) Employ Scoring Rubric for Art projects and Art History exams, Rubric for Portfolios in Art 37 and GD35 - CG 1 & 4 AG 1 & 3

Progress:

A major revision to the department’s SOAP occurred midway through the action plan. As such, there is no longer a correlation between the program review action plan and the current SOAP. A suggested revision is below.

(2015-2016) Employ Scoring Rubric for Art projects and Art History exams/research papers. Assess Learning Outcomes C1, D2, E2.

(2016-2017) Employ Scoring Rubric for Art projects and Art History exams/research papers. Assess Learning Outcomes B1, D3, E3.

(2017-2018) Employ Scoring Rubric for Art projects and Art History exams/ research papers. Assess Learning Outcomes A1, D1, F1.

(2018-2019) Employ Scoring Rubric for Art projects and Art History exams/ research papers. Assess Learning Outcomes B4, D3, F5.