

Program Assessment: Annual Report

Program(s): Studio Art Major

Department: Fine & Performing Arts

College/School: College of Arts & Sciences

Date: May 2019

Primary Assessment Contact: Nila Petty, Associate Professor

1. Which program student learning outcomes were assessed in this annual assessment cycle?

Students will demonstrate a proficiency in a chosen medium.

Students will practice creating work in multiple media, being able to compose in two and three dimensions.

Students will pass their Portfolio Reviews / present their work orally and in a portfolio.

Students will participate in student exhibition opportunities.

Students will demonstrate the ability to create artwork independently.

2. What data/artifacts of student learning were collected for each assessed outcome? Were Madrid student artifacts included?

Portfolio reviews at the end of Sophomore Seminar and Senior Seminar. Rubric scores from reviews are averaged and compared. Portfolio images are kept on file.

Participation numbers are gathered for exhibitions. Artwork by majors and minors accepted into juried shows are compared to numbers of non-majors.

Studio Art does not offer a major in Madrid. No artifacts were received from Madrid.

3. How did you analyze the assessment data? What was the process? Who was involved?

NOTE: If you used rubrics as part of your analysis, please include them in an appendix.

Studio Art faculty meet with each student for portfolio reviews and data is gathered from rubric scores.

Participation numbers are gathered for exhibitions and numbers of majors and minors are counted.

4. What did you learn from the data? Summarize the major findings of your analysis for each assessed outcome.

NOTE: If necessary, include any tables, charts, or graphs in an appendix.

Students will demonstrate a proficiency in a chosen medium:

For seniors, based on portfolio review results and body of work presented in senior exhibition. Seniors demonstrated a strong understanding and skill level in each of their chosen media. Portfolio review scores ranged from 13.8 to 19.8. Most were in the 18 to 19 range. For sophomores, based on portfolio review scores, which ranged from 16.4 to 18.6.

Students will practice creating work in multiple media, being able to compose in two and three dimensions:

Students worked with both two and three dimensional materials. Additional sculpture classes offered have improved the use of three dimensional materials.

For seniors, based on portfolio review results and body of work presented in senior exhibition. Portfolio review scores ranged from 13.8 to 19.8. Most were in the 18 to 19 range. For sophomores, based on portfolio review scores, which ranged from 16.4 to 18.6.

Students will pass their Portfolio Reviews / present their work orally and in a portfolio:

All students passed their portfolio reviews, and successfully presented their work orally and in a digital portfolio.

Students will participate in student exhibition opportunities:

Annual juried student exhibition had 85 entries. 41 pieces were accepted to the show. 17 of those accepted pieces were by Studio Art majors, 3 were by minors and 3 were by visual communication minors. The rest of the work was by non-majors. Two of the award recipients were majors and 1 award recipient was a non-major.

Students will demonstrate the ability to create artwork independently:

Students made work outside of classes that were included in portfolios and in student exhibitions.

For seniors, based on portfolio review results and body of work presented in senior exhibition. Portfolio review scores ranged from 13.8 to 19.8. Most were in the 18 to 19 range. For sophomores, based on portfolio review scores, which ranged from 16.4 to 18.6.

5. How did your analysis inform meaningful change? How did you *use the analyzed data to make or implement recommendations for change* in pedagogy, curriculum design, or your assessment plan?

Based on feedback received about assessment process, Studio Art plans to do the following:

- Adjust our portfolio review rubric to more closely reflect and align with our learning outcomes. This will make it more practical to analyze and track results for each outcome.
- Encourage faculty to use the comment section on portfolio review rubric so that additional information can be gathered that is not based on score numbers. We will look for trends and thoughts that develop based on these comments to improve the portfolio and assessment process, and to inform curricular and programmatic discussions and decisions.
- Not assess every learning outcome every year. We have 7 learning outcomes for the major. We will assess two and three per assessment cycle.
- Include several self-reflection questions for students during their portfolio review process. We have used a questionnaire for students to complete, but these questions can be adjusted to be used more effectively to gather assessment insight.

6. Did you follow up (“close the loop”) on past assessment work? If so, what did you learn? *(For example, has that curriculum change you made two years ago manifested in improved student learning today, as evidenced in your recent assessment data and analysis?)*

We are looking at how the Sophomore Seminar and Senior Seminar and accompanying portfolio reviews are working. These have been beneficial for our majors. They have spending more time working with faculty to develop portfolios, an artist’s statement and a body of artwork.

IMPORTANT: Please submit any revised/updated assessment plans to the University Assessment Coordinator along with this report.