Assessment Report 2017

Department of Art

**Section One: Program Student Learning Outcomes**

**Learning Goals for all students in the program:**

1. To acquire effective means of communication through art making and the study of art

2. To acquire theoretical tools for the analysis art

3. To acquire practical skills for the creation of works of art

4. To interact with the professional art world as practitioners, educators, supporters, and leaders

5. To appreciate and understand the role that art plays and has played in human culture

**Additional learning outcomes for BFA 2D/3D Studio and Interdisciplinary Media Arts:**

* To contribute to the visual arts as informed and active participants
* To provide students with a quality education where students are making effective art with specific materials and technical skills
* To develop a deep and broad range of skills and knowledge of media and techniques that enable the maximum amount of personal choices, self-designing of problems, ongoing growth and exploration of creative directions, and cultivation of fluency in areas of choice
* To clearly articulate a personal artistic voice visually, verbally, and in writing
* To make the transition from university to the professional art world, demonstrating competency in budgeting of materials, studio needs, and self-promotion to gain entry into the professional world or graduate school

**Additional learning outcomes for BA/BS art major:**

* To contribute to the visual arts as informed and active participants
* To provide students with a quality education where students are making effective art with specific materials and technical skills

**Additional learning outcomes for BFA Design:**

* To encourage students to develop appropriate conceptual and problem-solving skills that enable successful and meaningful visual communication
* To acquire fundamental concepts and principles of composition, layout, color, typography, and digital processes
* To acquire skills necessary for seeking a professional graphic design position in the field or to pursue graduate studies at another institution

**Additional learning outcomes for BFA Art Education:**

* To equip students with the knowledge, skills and dispositions necessary to meet Interstate Teacher Assessment and Support Consortium (inTASC) Standards and the ten Wisconsin Educator Standards (WES) set forth by the State of Wisconsin in LI34.02
* To prepare students to deliver art content as defined by the Wisconsin Licensure Program Content Guidelines
* To provide students with experiences of research, theory, and practice in the field of art education in order to pass the required Teacher Performance Assessment (edTPA) during the first placement of their student teaching
* To prepare visual art teachers with strong planning, teaching, assessment tools and a keen understanding of a diversity of learning styles and backgrounds

**Additional learning outcomes for Art History (for all students and Art History Minor)**

* To engage students in a scholarly and critical inquiry into the history of art and culture
* To demonstrate a knowledge of the periods, styles, movements, and influences of past art and art making
* To apply knowledge of art of the past to understanding and analysis of contemporary art
* To apply knowledge of the history, philosophy, historiography and theory of art to their own art making
* To demonstrate advanced research, analytical, citational, and writing skills
* To demonstrate the ability to discuss and present an argument and/or thesis through writing, oral presentations, and the integration of visual materials
* To understand historical processes, methods, and strategies of image and object making through visits to museums, galleries, collections, and architectural sites
* To understand historical processes, methods, and strategies of image and object making through hands-on activities and projects that involve a simulation of making an historical object or designing a historical site
* To prepare students to work in galleries and museums through familiarity with museum practices, including planning, exhibition design and installation, and proper treatment of works of art and historical artifacts

\*Program Student Learning Outcomes for Art History are in line with Global Citizenship SLO's.

**Section Two: Assessment Methods/Tools Appropriate for Learning Outcomes**

Direct assessment tools include the Post-Foundation Portfolio Review (PFPR), exams on history and theory, analysis papers, studio project portfolios, unit writing, critiques, exhibitions, and presentations. Indirect assessment includes a survey conducted after the completion of the PFPR and an exit survey, Art Education students are also surveyed by the College of Education and Human Services, take the Praxis Core Academic Skills for Educators and Praxis II: Subject Assessments and complete a Professional Education Program Portfolio and Teacher Performance Assessment (edTPA).

**BFA 2D/3D Studio and Interdisciplinary Media Arts Studio:**

**Assessment:** Post Foundation Portfolio Review/Foundations Exhibition

**Outcome:** Students will develop a deep and broad range of skills and knowledge of media and techniques that enable the maximum amount of personal choices, self-designing of problems, ongoing growth and exploration of creative directions, and cultivation of fluency in areas of choice.

**Assessment:** Studio projects/portfolios, quizzes on vocabulary and technical knowledge, critiques of studio projects, writing and presentations of studio related topics

**Outcome:** Students can clearly articulate their personal artistic voice visually, verbally, and in writing.

**Assessment:** Professional Practices Course

**Outcome:** The Studio BFA preparation for graduation and the studio art field. Students are exposed to a variety of art related fields and professionals including gallery owners, museum curators and practicing professional artists. Students refine artist statements, resumes and biographies,photograph art objects and participate in a group exhibition off campus in preparation for SeniorExhibition and the next stage in the professional art world.

**Assessment:** Senior Exhibition/Capstone Experience; select faculty exhibition committee, in progress and final exhibition critiques, submission of electronic portfolio and Exit survey

**Outcome:** Students execute all aspects of their Senior Exhibition. Students are able to make the transition from university to the professional art world. Students demonstrate competency in budgeting of materials, studio needs, integrated learning and self-promotion – as needed to pursue professional artistry and/or graduate studies.

**BA/BS Art Majors:**

**Assessment:** Post Foundation Portfolio Review

**Outcome:** Students will develop a deep and broad range of skills and knowledge of media and techniques that enable the maximum amount of personal choices, self-designing of problems, ongoing growth and exploration of creative directions, and cultivation of fluency in areas of choice.

**Assessment:** Studio/Design projects/portfolios, quizzes on vocabulary and technical knowledge, critiques of studio projects, writing and presentations of studio related topics

**Outcome:** Students can clearly articulate their personal artistic voice visually, verbally, and in writing.

**Assessment:** Capstone Experience and Exit survey

**Outcome:** Students demonstrate integrated learning through the preparation of a portfolio of art/design work.

**BFA Design:**

**Assessment:** Design projects/portfolios, client-driven design projects (both on- and off-campus), quizzes on vocabulary and technical knowledge, critiques of design projects, writing and presentation of design-related topics

**Outcome:** Students will demonstrate competent “non-linear” problem-solving skills within the context of visual communication and will possess a sound understanding of the purpose and history of graphic design and its critical role in society. Students will develop critical thinking skills via design problems and will develop the ability to communicate their ideas in a professional setting using the formal language of the designer. Advanced students will continue to develop a more thorough understanding of the conceptual, technical, and theoretical issues related to design through a series of Increasingly complex visual communication problems.

**Assessment:** Portfolio Review/Senior Exhibition/Capstone Experience

**Outcome:** The senior’s final portfolio of graphic design work and the public display of this work in Senior Exhibition during his or her final semester are used to assess professional competency and integrated learning. Students revisit, revise, and refine previous projects in order to achieve a demonstrable level of competence necessary to obtain an entry-level job in the Graphic Design field.

**BFA Art Education:**

**Assessment:** Post Foundation Portfolio Review

**Outcome**: Students will learn basic skills and techniques from two and three-dimensional areas and digital media which are foundations for advanced art studio areas.

**Assessment:** Studio projects/portfolios, quizzes on vocabulary and technical knowledge, critiques of studio projects, writing visual art lessons, and writing and presentations of studio related topics, Praxis Core and II Test and Professional Education Program Portfolio, logs of clinical, clinical Teacher Performance Assessment (edTPA), Student Teaching reflective journals, self-evaluations on clinical and student teaching, observation and evaluation forms for student teaching, pre-professional development plan, edTPA, exit survey, and preparation for job applications

**Outcome:** Students will demonstrate the ability to develop planning, teaching, and assessing of visual art curriculum from K through 12. Students are ready to apply work as a visual arts teacher in K-12 art classroom settings.

**Art History Minor:**

**Assessment:** Quizzes, exams, research papers on historical topics of art and culture

**Outcome:** Students will engage in critical thought; to engage in scholarly and critical inquiry; to demonstrate a knowledge of the periods, styles, movements, and influences of past art and art making.

**Assessment:** Oral presentations on history, art and culture

**Outcome:** Students will demonstrate the ability to organize a convincing argument and imagery and engage with an audience on an art historical topic.

**Assessment:** Capstone course with research project component

**Outcome:** Students will demonstrate an understanding of the history of art with a focus on a specific problem or question and will demonstrate knowledge of proper citation and advanced ability to research and write at an advanced level.

**Assessment:** Object paper or oral presentation based on direct observation of facture through visits to museums, galleries, collections and architectural sites

**Outcome:** Students will demonstrate the ability to observe facture, identify the nature of objects and architectural sites based on style, condition, and provenance, and accurately assess the nature of the object or site.

**Assessment:** Install and dismantle gallery exhibitions

**Outcome:** Students will demonstrate practical skills in art gallery installation.

**Assessment:** Assist in documenting, organizing and digitizing university collections; contribute

to a database of objects

**Outcome:** Students will demonstrate practical skills in art gallery management and collections management.

**Assessment**: Written exhibition critiques

**Outcome:** Students will demonstrate ability to critically assess the effectiveness of exhibition design.

**Art Minor:**

**Assessment:** Studio projects/portfolios, quizzes on vocabulary and technical knowledge, critiques of studio projects, writing and presentations of studio related topics

**Outcome:** Students will explore techniques for making art; students can clearly articulate their personal artistic voice visually, verbally, and in writing.

**Non-Art Education Major – Special Education, Elementary Education and Early Childhood:**

**Assessment**: 2D and 3D studio projects, critiques, arts integration lesson planning, papers, observing class discussion and participation, rubrics on teaching demonstrations, self and peer evaluations on developing art-based instructional resources and art examples.

**Outcome:** Students will learn to effectively integrate visual art into interdisciplinary curriculum development in elementary classroom settings. Students will effectively master various knowledge, including arts integration and curriculum development, and skills, including art techniques and art teaching practice, so that they are able to teach art-related lessons in different classroom settings.

**Non-Art Major – Other:**

**Assessment:** Critiques of studio projects and activities, class discussion and participation

**Outcome:** Students will develop a range of skills and knowledge of media and techniques.

**Indirect Assessment:**

Exit Survey administered each semester.

**Section Three: Analysis and Interpretation of Results**

**How will the results for each assessment be analyzed? Describe the process that the program is planning to use for the analysis. How will feedback be shared with the program faculty?**

**Mid Point Assessment: Post Foundation Portfolio Review**

**Post Foundations Portfolio Review results:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Term** | **Scheduled** | **Passed** | **Deferred** | **Retake** | **No Show** | **Waive** |
| **Spring 2016** | **22** | **17 (77%)** | **1** | **2** | **2** | **0** |
| **Fall 2016** | **16** | **9 (56%)** | **3** | **0** | **3** | **1** |
| **Spring 2017** | **19** | **14 (73%)** | **0** | **0** | **5** | **0** |
| **Fall 2017** | **16** | **13 (81%)** | **0** | **1** | **1** | **1** |

**Summary:**

The *Post Foundations Portfolio Review* is the mid-point assessment within the Fine Art degree program. Art majors must take the review at the beginning of the first semester that follows their completion of the studio foundation courses (*Drawing I*, 22-102 or 22-111, *2D Design and Color*, 22-112, and *3D Design*, 22-114). Transfer students take the review in the first semester following their transfer (if the foundation courses are complete). The primary aim of the *Post Foundations Portfolio Review* is to assess the student’s ability to synthesize learning outcomes. By evaluating a portfolio including work generated in the three foundations courses, the *Post Foundations Portfolio Review* facilitates integrated learning across the foundations program.

Each student is assigned a 35 minute time slot with a two-member Faculty Review Group that conducts the Post Foundation Portfolio Review (PFPR). As the student presents their work, this collaborative team listens, asks questions, and provides feedback. An evaluation form including a summary of the feedback is provided to the student. The PFPR is pass/retake.

The *Post Foundations Portfolio Review* data is processed and summarized by the Curriculum Committee and reviewed by the Art Department. The process is used to assess the effectiveness of the foundations courses and used to direct curricular changes. As the table above shows, the data gathered from the four *Post Foundations Portfolio Review*s over two years indicates that the foundations courses prepare our students well for upper level art courses.

**Foundations Course Descriptions and Learning Outcomes:**

**Drawing I**

**Catalog Description:** Beginning studio course in drawing for Art Majors and Minors. Emphasis on developing basic skills, and creative expression through visual exploration and problem solving. Special fees may apply.

**Learning Outcomes and Critical Skills:**

* Increased understanding and development of conceptual and technical skills necessary to effectively engage in the discipline of *Drawing*
* Increased understanding and development of visual literacy
* Increased understanding and cultivation of creative expression
* Increased understanding and ability to differentiate concepts of *Seeing* and *Knowing*
* Increased understanding and insight into decision making process
* Increased understanding and acquisition of a method of work involving self-examination, problem- solving, and critical thought

**2 Dimensional Design and Color**

**Catalog Description:** Students will produce a series of projects designed to develop visual and technical skills that enable them to apply the principles and elements of 2D design in a creative way. Beginning problems in color theory will be introduced.

**Learning Outcomes and Critical Skills:**

* Increased development and cultivation design skills
* Increased understanding and development of visual literacy
* Increased understanding and cultivation of creative expression
* Increased understanding and insight into decision making process
* Increased understanding and acquisition of a method of work involving self-examination, problem- solving, and critical thoughtthat utilizes creative, inquisitive, and explorative capacities needed for effective utilization of Design principles/concepts to create form

**3 Dimensional Design**

**Catalog Description:** The course presents the theory and application of fundamental three-dimensional principles. Special fees may apply.

**Learning Outcomes and Critical Skills:**

* Increased development and cultivation 3 dimensional design skills
* Increased understanding and development of visual literacy
* Increased understanding and cultivation of creative expression
* Increased understanding and insight into decision making process
* Increased understanding and development of sculptural concepts

**Final Assessment:** Upper level student work is presented in Honors Exhibitions and Senior Exhibitions.

**Section Four: Program's Response to Assessment Results**

Effectiveness of changes is monitored through PFPR and qualitative assessment of Senior Exhibitions and Capstone courses.

**Changes made after last Assessment**

**Art History**

An Art History major was approved at all levels of governance both within UWO and through System in 2010. Visual literacy is an important part of creating an educated public. Despite the added opportunities that such a major would provide to students across the university, the establishment of an Art History major has yet to be implemented by the current university administration.

**Art Education**

**Capstone Course Designation: Art 356**:

*Art 356: Middle School and Secondary Art Education Methods* is the capstone course for Art Education major students. This course is the last course students are required to take before student teaching, which includes two-placement full-time teaching practices at local K-12 schools. Art 356 is at the end of the three art education methods course sequences; the previous two courses include Art 253: Foundations of Art Education and Art 354: Art Education Elementary Methods. The knowledge and skills taught in these three methods courses are built upon each other and require progressive advancements in visual arts curriculum development, historical, social, and philosophical understanding of the field of art education, and K-12 clinical teaching experiences.

**Capstone Project**

In the art education capstone course Art 356, all students are required to develop an interdisciplinary curriculum that integrates visual arts with at least one additional discipline to apply art education theories, instructional pedagogies, supporting resources, and spiral curriculum models students learned in the previous methods courses. This capstone project is designed to illustrate art education students’ cumulative learning in this capstone course as well as in the art education program. Students in Art 356 are also required to participate in and teach high school-level visual arts workshops during High School Art Day coordinated by Department of Art as the practical application for the curricula they design in their capstone project. There are five components of the capstone projects: rationale, scope and sequence, lesson plans writing, visual resources, and practical application; these five components are developed to holistically address students’ integrated learning in theoretical foundation, curriculum development, and K-12 teaching practice.

**Assessment: Integrated Learning Outcomes**

This course uses both formative and summative assessment for students’ capstone project. The summative assessment is based on a 100-point scale rubric that addresses five essential components of the project. The formative assessment includes class discussion, participation, critique, collaborative class teamwork, and peer review for curriculum development. All Art Education majors are expected to design a secondary interdisciplinary curriculum that demonstrates the connection of fine art and popular culture, technology, modern and postmodern theories and trends, and historical and contemporary emphases in teaching art.

**Design Emphasis**

The Graphic Design area implemented a number of changes in response to program assessment.

**Title Change**

Graphic Design is the title that is in more common use at UW System campuses and it more accurately defines the program that is currently being offered. The title, “Design” has caused confusion for advisors and incoming students as the term Graphic Design more accurately describes the discipline.

**Curriculum Changes**

The reorganization of the Graphic Design emphasis creates a stronger technical and theoretical foundation for the students with adjustments to the content of the 200 and 300 level courses. The elimination of prerequisites will allow students much greater flexibility in pursuing the emphasis. The change in prerequisites also allows students to pursue graphic design courses sooner in their academic careers, with more pathways available. Advanced courses that have been offered on an ad hoc basis will be offered more regularly and address the evolution of the field. For example, Art 444, formally titled, Computer Art-Interactive had become outdated and ceased being offered. Under the new title, Interactive Graphic Design, this course covers contemporary topics in visual design and communication.

Studio elective sub requirements have been removed to increase flexibility for students in pursuing the emphasis and will ease restrictions that have at times been a barrier to graduation. Students can individualize their curriculum to match personal interests, experiences or aspirations.

**Graphic Design Computer Lab/Classroom**

Faculty in the Graphic Design Area spearheaded an initiative to construct a new computer lab/classroom in AC S215 and a classroom/workroom in S216. Funded by the Dean’s office and Lab Modernization funds, new modern facilities were constructed and Graphic Design instruction, which had previously occurred in three separate areas on the second floor, was drawn together into one corner of the building. The retirement of a design faculty and the ongoing shift from analog to digital processes allowed the design area to condense its program into two classrooms. Extensive remodeling removed a wall and workroom that had been originally designed for now obsolete equipment and processes. Twenty computer stations and a presentation computer were installed along with projector, audio, scanners and printers in S215. Flexible critique/work areas were built in both classrooms to support instruction.

This renovation, in addition to changes in the overall management of IT on campus, improved accessibility of the original computer lab for the Art Department. To further support the improvement of the department’s technological infrastructure, the design program made available one of its utility rooms, which was renovated into a space for equipment related to the Interdisciplinary Media Arts emphasis.

**Advising**

**Description of advising model**

* Students are assigned an Art Department Advisor at the time they declare a major or minor in art
* Advising holds are placed on all art majors when the adviser is assigned. Holds are removed after students have met with an advisor
* Students are notified that they are required to meet with an Art advisor before they register for classes
* All Art Department faculty advise students. Students are assigned advisers based on area of study. Most advising is done by appointment. Advising students is an expectation at the time of hire for all Art faculty
* Art Education major students are assigned with dual advisors to guide students to meet additional requirements for their K-12 teacher education licensure. Art Education advisors guide students particularly to fulfill all the course requirements in Art Department and USP courses while another advisor from Student Success Center guides students to monitor their coursework requirement from College of Education. Two advisors communicate and monitor students’ progress through SCC advising system; both advisors are required to complete reports followed by each appointment. Art Education students also need to complete clinical hours and student teaching at local elementary, middle, and high schools as a part of requirements of their BFA degree; therefore, two art education advisors work with each other and collaborated with the Director of The Office of Field Experience to determine students’ placements for Art 253, Art 354, Art 356, and student teaching

**Identification of advising objectives mapped to Advising learning outcomes.**

* Students will use the STAR and other advising tools; understand graduation requirements; and the interrelatedness of USP, degree and minor requirements; be able to meet personal and professional goals
* It is a goal that students meet with their Art advisor at least once a year
* Art Advisors are expected to understand graduation requirements; including the interrelatedness of USP, degree and minor requirements; assist students in developing plan to graduate in a timely manner; and to inform the student of art specific requirements such as the Post Foundation Portfolio Review

**Identification of data to be collected.**

* The faculty have been trained on use of the new SSC system. It will be used to supply data in the future.
* PFPR survey
* Exit survey