

School of Art
Assessment Plan Update 2006-07

I. Guiding Principles/Learning Outcomes

In carrying out assessment activities, the School of Art primarily relies on direct assessment procedures embedded in existing academic structures, courses and admissions procedures. Direct assessment activities consist of gathering, storing, and evaluating student work from various stages in their progress toward graduation. Direct assessment procedures are supplemented with indirect measures such as course evaluations, visiting artist questionnaires, and surveys of students' perceptions. By building assessment activities into existing academic structures our aim is to develop a sustainable assessment program.

The School's Associate Director coordinates assessment activities pertaining to the School as a whole. The Heads of the School's five academic divisions, along with the First Year Program and the Graduate Program coordinators (in consultation with the Associate Director), will develop their own assessment activities tailored to their specific needs and circumstances. It is the School of Art's policy that all curricular and program changes will be based on evidence gathered through assessment practice.

Learning Outcomes (Undergraduate)

Upon completion of the Bachelor of Arts (Studio), Bachelor of Arts (Art History) and Bachelor of Fine Arts (Studio) degrees, students are expected to:

- **Demonstrate basic technical abilities within the studio media.**
- **Engage in and apply scholarly and/or creative research in visual, written, and oral contexts.**
- **Apply knowledge of art history, criticism, and theory to their chosen field of study.**
- **Demonstrate the ability to contextualize their art experience within their chosen field of study.**

Learning Outcomes (Graduate)

Upon completion of the Master of Arts in Art History, Master of Arts in Art Education (beginning Fall 2008), and Master of Fine Arts degrees students are expected to demonstrate:

- **Depth of Understanding.** Ability to conduct in-depth research. Technical proficiency within chosen area/s of specialization.

- Breadth of Understanding. Competency in elective areas. Ability to relate specialization to other media and research areas, within and outside of the visual arts.
- Contemporary Awareness. Ability to contextualize individual research within contemporary cultural, conceptual, and theoretical frameworks.
- Historical Awareness. Understanding of the continuously evolving character of ideas, styles, and practices in the visual arts. Ability to apply knowledge to research goals.
- Professional Competency. Successful preparation of students for careers as artists, teachers, and scholars.

II. Undergraduate Assessment - Description of Current and Proposed Assessment Activities -

A. BFA Studio Degree

We *directly* measure BFA students' achievements at three key points in their progress toward graduation

- Collection of work at the incoming student BFA portfolio evaluations
- Collection of work/written material during/after completion of First Year Program
- Collection of work from Professional Practice classes that will later be submitted for the BFA Exhibition,

Direct measurement is supported by three *indirect* measurement tools:

- First Year Program Student Survey
- Senior Exit Surveys.
- Visiting Artist/Juror Evaluations

B. BA Studio Degree

We have not yet implemented assessment practices for students enrolled in the BA studio degree. Our goal is to have them in place by the end of the 2007-08 academic year.

Though there are relatively few BA studio students in the School, BA studio assessment is important because we plan to revise and strengthen the BA studio degree. Assessment will of course be a key tool in this process. Our strategy will be to mirror the structure used for BFA studio assessment – the collecting and storing of work from an entry point, a mid point, and the capstone experience, supplemented by indirect measurement tools such as surveys and student self evaluations.

C. BA Art History Degree

We have not yet implemented assessment practices for students enrolled in the BA in Art History. The Division of Art History will create and implement an assessment strategy by the end of the 2007-08 academic year for use in planned curricular revisions the following year.

Graduate Assessment – Description of Current and Proposed Activities

A. MFA Studio Degree

We have not yet completed a formal assessment plan for the MFA studio degree, though its proposed parts already exist in current admissions and academic structures. By the end of the 2007-08 academic year we will electronically store and evaluate work submitted for admissions portfolios as well as all work submitted for MFA thesis exhibitions. We are considering adding a third checkpoint by requiring students to document work presented at the second of their three thesis reviews. As with the undergraduate assessment programs, MFA studio assessment will also make use of visiting artist evaluation forms and student self-evaluations.

B. MA Art History

We have not yet completed a formal assessment plan for the MA in Art History. However, as with the MFA studio assessment plan, components are already in place. We will base an MA assessment plan on the writing samples students submit for admission, the results of oral comprehensive exams, and the MA Thesis. The Art History Division will author and implement an assessment regimen by the end of the 2006-07 academic year.

Overview of Progress Since Last Year

The Assessment Committee meets regularly throughout the year to discuss issues and implement assessment strategies. Perhaps our most important achievement this past year is the solving of the technical difficulties associated with collecting and storing digital reproductions of student work. This was accomplished by working by closely with the University's Digital Asset Management (DAM) office. We met numerous times with DAM to create the required "media fields" necessary for proper storage and retrieval of the work. A successful partnership with DAM is critical to the success of our assessment program since it is the only practical means by which we can store and directly evaluate student work.

During the past year we also began working with the University's Office of Institutional Research. They helped us create digitally scannable surveys and evaluation forms, process the forms, and electronically delivered us the results.

BFA Studio Degree

Our partnership with DAM has allowed us to make great progress since last year in the assessment of the BFA studio program (90% of School's student population). The following is a list of our 2006-07 BFA studio assessment activities.

Direct Measures

- *Incoming BFA student portfolios* – All ten incoming students' CD ROMs submitted for scholarship consideration were collected and electronically stored for review by the School's Assessment Committee in the Fall. Because we have collected work from only the "best" of our incoming students, our sample is not yet a fully accurate profile of overall student preparedness. In the future, as more incoming students make use of digital portfolios, we will gather portfolios from a broader cross-section.
- *First Year BFA Student Portfolios* - We have not yet collected samples of work from First Year Program students. Mike Arrigo, First Year Program Coordinator is currently developing procedures.
- *Graduating BFA student portfolios* – Ten CD ROM's from each of the three Professional Practice classes in which graduating BFA students enroll have been collected and electronically stored for review in the Fall.

Indirect Measures

- *First Year Program Student Survey* – With assistance from the University's Office of Institutional Research, a survey measuring students' perceptions of their mastery of First Year learning outcomes was created and distributed this past spring. The completed surveys were brought to Institutional Research for processing. (See attached for result).
- *Senior Exit Survey* – A survey form was created and distributed to all BFA graduating seniors (60% return rate). The completed forms were brought to Institutional Research for processing (see attachments for results).
- *Juror Evaluation forms* were given to the two arts professionals invited to jury this years' student show. In the future, the survey forms should also be given to visiting artists where appropriate (i.e. those seeing representative cross section of student work (see attachments for results)

BA Studio Degree

No assessment activity for 2006-07. BA assessment is the subject of ongoing discussion. We will begin gathering evidence in 2007-08.

BA Art History Degree

No assessment activity for 2006-07. BA Art History assessment is the subject of ongoing discussion. We will begin gathering evidence in 2007-08.

MFA Studio Degree

No assessment activity for 2006-07. MFA assessment is the subject of ongoing discussion. We will begin gathering evidence in 2007-08.

MA Art History Degree

No assessment activity for 2006-07. MA Art History assessment is the subject of ongoing discussion. We will begin gathering evidence in 2007-08.

Uses of Assessment (Actions Taken 2006-07)

Because we began gathering assessment material in the middle of the year, the School's Assessment Committee has not yet met to evaluate it. However, thanks to the committee's hard work during the past year, for the first time we now possess in digital form a significant amount of work from three key points in BFA students' progress toward graduation. This evidence includes both the digital images stored in the DAM system, as well as the surveys processed by Institutional Research. When the Assessment Committee meets early in Fall 2007 we will compare this material to the School's stated learning outcomes and make recommendations for improvement. The recommendations will appear in next year's assessment report. We anticipate that the results will be used to direct a pending large-scale revision to the First Year Program, and to direct various smaller curricular revisions in the studio divisions.

School of Art Assessment Calendar 2007-08

August

- Notify faculty teaching Professional Practice classes of need to collect ten student portfolios in CD ROM format, randomly chosen, by the end of the semester
- Assessment Committee meets to set goals for they year (progress on BA studio, BA Art History, MFA and MA Art History assessment)

September

- Assessment meeting to review 2006-07 BFA student work, surveys, and evaluations

October

- Assessment meeting. Continued discussion of 2006-07 BFA assessment evidence. Recommendations

November

- Assessment meeting. Discuss MFA and MA Art History assessment plans

December

- Collect and store CD ROMs from Professional Practice faculty
- Distribute senior exit survey to Professional Practice faculty.
- Assessment meeting. Continuing discussion of MFA and MA assessment

January

- Deliver CD ROMs to DAM

February

- Distribute evaluation forms to student show jurors.
- Collect scholarship CD's from incoming students. Deliver to DAM
- Distribute and collect student graduation surveys from Professional Practice students during BFA jurying process.
- Assessment meeting. Discussion of BA and BA Art History assessment plans

April/May

- Call meeting of School Assessment Committee to begin reviewing collected materials.
- Assessment meeting. Recommendations for BA and BA Art History assessment.

June

- Associate Director prepares Assessment Report for the College of A&S.