

ART ASSESSMENT REPORT 2011

GUIDING QUESTIONS

1. What are the Student Learning Outcomes (SLOs) for your unit? How do you inform the public and other stakeholders (students, potential students, the community) about your SLOs?

A student who graduates with a Bachelor of Arts degree in Art should be able to:

1. Understand and be proficient with different art media
2. Use effective research skills in the discipline of art
3. Have a basic knowledge of the history, practice, and use of art in history.
4. Recognize and demonstrate knowledge of major periods, artists, and artworks of importance
5. Produce artworks from a variety of conceptual, theoretical, or inspirational points of view
6. Plan, promote, and hold an exhibition of their work
7. Present a concise portfolio of their work that would allow them to apply for further study or secure employment in the arts.

The Student Learning Outcomes can be found in the UAM catalogue, on all Art course syllabi, and on the School of Arts and Humanities website.

2. Describe how your unit's Student Learning Outcomes fit into the mission of the University.

The correlation between the Art program's SLOs and the University mission is particularly evident in the following stated aims:

The University seeks to enhance and share knowledge, to preserve and promote the intellectual content of society, and to educate people for critical thought. The University provides learning experiences that enable students to synthesize knowledge, communicate effectively, use knowledge and technology with intelligence and responsibility, and act creatively within their own and other cultures.

3. Provide an analysis of the student learning data from your unit. How is this data used as evidence of learning?

Pre-tests and Post-tests scores: A pre-test assesses knowledge of incoming freshmen Art majors in the Design class and a post-test is given to graduating seniors in the Senior Thesis capstone. These tests are evaluated by both full-time faculty. See Appendix A for the test form and most recent results.

Studio Course Pre- and Post-Evaluation: In studio art courses Art faculty give a pre and capstone evaluation assessment assignment, relative to the media covered in the particular course. At the beginning of the course, each student is given an assignment that can be completed within a class period; the object the student creates in response to this assignment indicates to the Art faculty the student's level of knowledge and innate abilities. At the end of the course, a similar assignment is given in class to determine the ability of the student to demonstrate student learning outcomes related to the course. All students who receive a passing grade in a studio course have demonstrated the expected student learning outcomes. Students who receive an A have exceeded expected outcomes. With the exception of those who simply do not turn in work, students consistently demonstrate the SLO's.

Thesis Paper: Students write a thesis paper in ART 4693: Senior Thesis. Five students had a thesis show this year and therefore submitted a Thesis Paper. See Appendix B for scores awarded to the papers.

Capstone Course: Senior Art majors are all required to present a capstone thesis exhibition, which also includes a written thesis statement defending and contextualizing the work presented. This exhibition and thesis statement should demonstrate the following expected student learning outcomes:

- Produce artworks from a variety of conceptual, theoretical, or inspirational points of view
- Plan, promote, and hold an exhibition of their work
- Present a concise portfolio of their work that would allow them to apply for further study or secure employment in the arts.

In 2010-2011, 5 students had a capstone thesis exhibition. In the opinion of the Art faculty, these students were all able to demonstrate the appropriate student learning outcomes.

4. Based on your analysis of student learning data in Question 3, include an explanation of what seems to be improving student learning and what should be revised.

- Data indicate that instruction in Design is effective. No students met the learning outcomes on the pre-test in any area being evaluated. The post-test results demonstrate that all students show basic, if not full, understanding and can discuss topics adequately and can analyze accurately.
- Studio courses appear to effectively teach students the skills they need to be competent artists in their respective disciplines.

5. Other than course level/grades, describe/analyze other data and other sources of data whose results assist your unit to improve student learning.

Syllabi Review: Syllabi review is conducted annually by the Art faculty to assure consistency of standards and student learning outcomes.

PRAXIS:

Art graduates perform poorly on the art history section. All students have had to take that section at least twice. Our program offers far too little art history compared to peer institutions.

Essay Assignments, Projects, Presentations: In Art History classes--through student presentations, essay writing, and exams--the Art faculty assess students' critical interpretation and knowledge of art forms from a historical perspective.

Advisement:

Through advisor checks of transcripts and conferences with students, the Art faculty monitor each major's successful completion of the required major courses.

Assignment Sheets:

In 2006, the implementation of "assignment sheets" with detailed desired outcomes and timelines was initially added to foundations courses. Mediocre students showed a dramatic improvement in the understanding of desired assignment outcomes. As a result assignment sheets were subsequently implemented into intermediate and advanced courses. These assignment sheets are still being used.

Strategic Plan: Creating, implementing, and reviewing the 2010-2011 Strategic Plan for the School of Arts and Humanities involved much discussion, observation, and analysis on the part of the Art faculty in regard to how SAH might better serve students.

6. As a result of your student learning data in previous questions, explain what efforts your unit will make to improve student learning over the next assessment period. Be specific indicating when, how often, how much, and by whom these improvements will take place.

- Both faculty plan to offer new Art histories this academic year as Special Topics courses. If enrollments are good, the faculty will seek C&S approval of catalogue course listings.
- Faculty have been combining low-enrollment courses (that is, offering more than one course in a single time slot) to obtain larger class sizes in order to make the classes more profitable for the university. This means, for example, painting II,III,IV and ceramics II,III,IV,V,VI are all at the same time. Faculty have found that this arrangement has the unfortunate result of sophomore-level students losing some needed personal instruction and the advanced students losing almost

all needed personal instruction. Faculty have concluded that they should offer ceramics II as a stand- alone class and Ceramics III,IV,V,VI as a stand- alone class and treat painting in a similar fashion.

7. What new tactics to improve student learning has your unit considered, experimented with, researched, reviewed or put into practice over the past year?

- Faculty have been researching online studio courses to see which could be offered.
- Faculty have researched what is needed to return to offering printmaking to the program as it has not been offered in 15 years.
- Online Digital Photography is possible and is currently being taught as a hybrid.

8. How do you ensure shared responsibility for student learning and assessment among students, faculty and other stakeholders?

Course/Student Evaluations: Students' written comments are reviewed by the dean before being forwarded to individual instructors.

Student Evaluations of Senior Exhibits: Beginning Fall Semester 2010, all Art majors attending Senior Thesis Exhibits were asked to indicate on a rubric whether the student having the exhibit met various student learning outcomes. See Appendix C for results of evaluation of SLO's at Senior Exhibits.

Faculty and Faculty-Student Meetings: See Appendix D for minutes.

9. Describe and provide evidence of efforts your unit is making to recruit/retain/graduate students in your unit/at the university. (A generalized statement such as "we take a personal interest in our students" is not evidence.)

Smart Room: The faculty have an independent Smart Room in the Visual and Performing Arts Complex to show images in studio courses and for student presentations.

Exhibitions: In addition to serving the cultural needs of Southeast Arkansas, the exhibitions in the UAM art galleries allow for students to interact with art first hand.

Online Courses: Multiple online sections of Art Appreciation and Art History are offered each semester to accommodate the lifestyles of students.

Night classes: A night section of Art Appreciation is offered each semester.

Empty Bowls Fund Raiser: This past year, Empty Bowls was held in cooperation with the Monticello Intermediate School and held on that site.

Art Mobile. The Art Mobile was on campus this past Spring Semester, co-sponsored with Monticello School District. Public-school students came to campus on field trips to visit the Art Mobile.

Addition of Student Worker position: The Art faculty split the two student-worker positions into three positions. Data show that retention of student workers is high. All three student workers were retained as students. Two graduated.

Internships: Three Art students were put into unpaid, non-credit weekend internships working with local artist Alice Guffy Miller. Two graduated, and the other is progressing toward graduation.

APPENDIX A—Pre-test and post-test for design, scoring guide, and average scores

ART 1023 Design

Name:

Date Due:

Date Turned in:

Assignment:

CRITIQUE: (Honesty Required and Fill Out Completely)

List the visual elements and principles of design that were utilized in this project.

Define these terms in your own words.

Describe how each was used.

Begin with the most important.

Pre-Test

HOMEWORK #1: BIOGRAPHICAL STATEMENT

Due: Wednesday, August 30

The purpose of this assignment is to provide me with some background on your work and to give you practice writing about your ideas. Write anything you want, one to three typed pages, double-spaced, 11 or 12 point. Please proofread, and use spell-check!

Consider: How long and for what reason have you made art? What are the sources of your ideas? Under what conditions do you learn the most?

Sample:

"Every child is an artist. The problem is how to remain an artist once he/she grows up." –Picasso

“When I was about six years old, I drew a Christmas card with a stable, the star, sheep, Mary and the baby Jesus. I was very proud of this card, and when I showed it to my mother, she photocopied it and sent it to relatives.

“In fact, if my parents hadn't been so supportive of my creativity, I doubt that I would have pursued art beyond making cutouts and mud pies. I have worked hard to get to this point in my life. I've had to teach myself many things and have used instinct on the rest. All along the way, the gentle critiquing and positive reinforcement my parents offered helped me gain confidence.

“I do not know why I have always drawn. As a child, I knew that it was something that set me apart from my friends. Even though being able to draw gave me a certain prestige, it also scared away some of the kids, who were interested in sports or music. I kept drawing, though, constantly trying to make things look more realistic.

“As I entered middle school, I was labeled as the weird artist type. I hated middle school. High school was a big improvement. I found so many ways to express myself and got involved in everything from drama to soccer. Unfortunately, my happiness was short lived when I realized that my school's art department was extremely weak.

“Instead of giving up, I looked elsewhere for guidance and experience. I took painting lessons with a local artist, learning a lot about color in the process. I was also able to take a series of workshops at a junior college, studying ceramics and watercolor. I even took a clown class!

“As a result, I have many sources of inspiration. That, however, doesn't make it easy for me to create things. On the contrary, I'm the kind of artist that has to get things just right or not at all. I always see the flaws in my work and want to start over. As a result, it is hard for me to finish things. I hope that this class will help me get past this perfectionism so that I can enjoy all aspects of the creative process.”

Post-Test

Write an essay that is a critique of your final project.

Aspects to include are:

- How the theme of the work was selected and how that theme is expressed.
- What knowledge was gained as part of the process of creating the work.
- How the work was generated from inception to final work.
- What were the art-related and other influences on the art making process (and how does it show up in your work)

- How you assessed, critiqued, and evaluated the work at different stages of completion.
- Which tools, material, and techniques were used in making the work.
- What place the work holds in your personal artistic development.
- How the art elements and principles of composition were incorporated in the work.

PART A

Identify specifically any influences.

PART B

How did this knowledge and experience affect the choice of medium or your style and technique?

PART C

Describe the expressive or thematic ideas you explored as you planned and carried out this work. Why did you include them?

PART D

Why is this work significant to you? What does this work say about your personal artistic development, or about current social issues?

PART E

Briefly discuss any new directions in expression that this work could lead you to explore in future works. What would you like to do next that builds on what you learned in creating this work?

Email to me as a .doc attachment, also copy essay into the body of the email.

richardt@uamont.edu

SCORING GUIDE

This Scoring Guide comes from the Art Making (0131) portion of the Praxis Test presented by Educational Testing Services. It has been slightly altered to fit our needs:

Score of 3

- shows full understanding of the issues and concept
- provides sufficient, appropriate, and accurate details or examples to support and amplify general statements
- discusses all topics appropriately
- response shows superior organization, clarity, focus, and cohesiveness
- makes insightful observations about textual and/or visual materials; thoroughly analyzes relational issues when these are implied
- uses an extensive art vocabulary that is accurate and appropriate

Score of 2

- shows basic understanding of the issues and concept
- provides appropriate details or examples to support and amplify general statements
- discusses major parts of the topic adequately
- response shows acceptable organization, clarity, focus, and cohesiveness
- makes accurate observations about textual and/or visual materials; clearly analyzes relational issues when these are implied
- uses an adequate art vocabulary that is accurate and appropriate

Score of 1

- shows little or no understanding of the issues and concept
- provides inappropriate details or no details or examples to support and amplify general statements
- ignores major parts of topics
- response is unfocused, lacks cohesion, and exhibits serious flaws in communication skills
- makes illogical or inappropriate observations about textual and/or visual materials; misses many relational issues
- uses an incorrect or no art terminology

Score of 0

- blank or off-topic response

TEST RESULTS

Average Scores for Design Pre-test

Understanding Issues: 1

Details / examples: 0.1

Topic discussion: 0.1

Organizational cohesiveness: 0

Observations on materials: 0.1

Vocabulary: 0.3

Average Scores for Design Post-Test

Understanding Issues: 3

Details / examples: 3

Topic discussion: 2.5

Organizational cohesiveness: 2

Observations on materials: 2

Vocabulary: 2.5

No students met the learning outcomes on the pre-test in any area being evaluated. The post-test results demonstrate that all students show basic, if not full, understanding and can discuss topics adequately and can analyze accurately.

APPENDIX B--Senior Thesis paper guidelines and average scores for all papers

Paper Guidelines

Email paper as an .rtf and .doc attachment to:
richardt@uamont.edu

The subject heading for the email should be “Senior Thesis – Thesis Paper”.

Save your paper this way
Firstname_lastname_thesis.doc or .rtf

Your name and the date completed should be in the paper.

The essay should be 500 – 2000 words.

Topics to be covered in relation to your art work are:

- Which processes were used to make the work and why they were chosen.
- What artistic concepts underlie the work.
- How the theme of the work was selected and how that theme is expressed.
- What knowledge was gained as a part of the process of creating the work.
- How the work was generated from inception to final work.
- What were the art-related influences on the art making process (use both historical and contemporary artists).
- What were other (non art) influences on the art making process.
- How the work was critiqued and evaluated.
- Which tools, materials, and techniques were used in making the work.
- What place the work holds in your personal artistic development.
- How the art elements and principles of composition were incorporated in the work.

These topics should be covered in such a way that is important in explaining your work in a detailed manner. For each individual, certain topics will be more important than others, but each should be addressed. Be sure to make the essay “yours” (– in other words, cover each topic, but not necessarily in the order printed above.)

Average Scores for Senior Thesis Papers

Understanding Issues: 3

Details / examples: 3
Topic discussion: 2.8
Organizational cohesiveness: 2.6
Observations on materials: 2.6
Vocabulary: 2.8

APPENDIX C— Demonstration of Expected Student Learning Outcomes based on viewing Senior Thesis Exhibitions (the scoring guide for the Praxis also applied here)

Learning Outcomes:

Understand and be proficient with different art media: N/A

Use effective research skills in the discipline of art: N/A

Have a basic knowledge of the history, practice, and use of art in history: N/A

Recognize and demonstrate knowledge of major periods, artists, and artworks of importance:
N/A

Produce artworks from a variety of conceptual, theoretical, or inspirational points of view: 3

Plan, promote, and hold an exhibition of their work: 3

Present a concise portfolio of their work that would allow them to apply for further study or secure employment in the arts: 3

APPENDIX D—Minutes of faculty meetings

August 20

Present: Tom Richard, Scott Lykens

Discussed:

Syllabi changes

Physical space set up

Jeter Hall – upper level painting and senior studio spaces

Gallery Scheduling

October 15

Present: Tom Richard, Scott Lykens, Jeffery Trotter, Jennifer Boykin, Rusty Nail

Discussed:

Spring Courses

Approved Scoring Guide for Assessment Rubric

Jeter Hall

Internships

Student Exhibition opportunities

Textbooks

Visiting Artist Lectures

Art Club Sale

February 18

Present: Tom Richard, Scott Lykens

Discussed:

Summer Courses

Addition of Photography – student poll results

Viability Report

Jeter Hall

Internships

Gallery Schedule

Fall courses

Art Appreciation class sizes – student discussion results

Trends in Higher Education: assessment, budget, scheduling, and course offerings. (Information gleaned from regional and national conferences)

June 17

Present: Tom Richard, Scott Lykens

Discussed:

Assessment Report

Retention Report

Future additional course offerings

Gallery moving

Senior Thesis Assessment Rubric to include student participation in assessment