It is recommended program assessment results be used to celebrate achievements of student learning as well as to identify potential areas for future curriculum improvement.

Please email this completed form as an attachment to Thatcherk@slu.edu

1. Degree Program(s) included in this report: Studio Art
2. Department: Fine and Performing Arts
3. School/Center/College: College of Arts and Sciences
4. Name(s): Nila Petty, M.F.A.
5. Email: pettynm@slu.edu
6. Phone: 7-3030

Instructions: Please answer the following five questions to the best of your ability for each degree program offered within your department.

1. Summarize your assessment activities during the past year for each degree program and how this work relates to the established assessment plan (e.g. what program outcomes were assessed, faculty discussions, new survey design, data collection, revised assessment plans or learning outcomes, etc.). Please include how Madrid courses/program were involved.

Studio Art revised our assessment plan. The assessment committee faculty member and the Program Director for Studio Art met with the University Assessment Coordinator to do revisions. We fine-tuned program learning outcomes. We assessed five of our student learning outcomes, as listed on our revised assessment plan, utilizing portfolio reviews 2940 and 4940 and student exhibition participation numbers. Data collected from Portfolio review rubrics will now be utilized in two new ways: Along with tracking average scores per student as we have in the past, scores will now be compared from the 2940 to the 4940 results, and scores will be averaged and examined across each category on the rubric to compare groups of students. Students taking classes on the Madrid campus are included in our regular assessment since artworks from these classes are included in portfolio reviews and student exhibitions.

2. Describe specific assessment findings related to the learning outcomes assessed for each degree program, including any pertinent context surrounding the findings. Please include the learning outcomes themselves. (e.g. Our goal was that 75% of students performed at the “proficient” level of competency in problem solving, using a new scoring rubric. 81% of students performed at the “proficient” level in problem solving, exceeding our expectations.) Do not include student-level data. Data included in this report should be in aggregate. Please include how Madrid courses/program were involved.
Our goal is to keep Portfolio Review scores at 17 to 20 (out of a possible 20) for ART-4940. We met the minimum of 17 for an average for Spring 2016 and had an average of 18 for Fall 2015. No students were below a score of 16 for ART-2940. All students performed at a proficient level.

Results:
ART-2940 Portfolio, Spring 2016: 3 out of 3 passed. Scores were 16.4, 18, and 19.
ART-4940 Portfolio, Spring 2016: 4 out of 4 passed. Scores ranged from 16 to 17.75.

Annual Student Show, Spring 2016: This is the first year we used an invited juror from outside the Studio Art program. There are 28 accepted pieces out of 80 submitted entries. 10 studio art majors have work in the show. Most of them have more than one piece accepted. 2 Visual Communication minors have work accepted and 3 Studio Art minors.

Senior Show, Spring 2016:
5 participants in the show. 4 graduating majors, and one minor invited to participate.

Spring 2016 is the first semester to look at average numbers across each category separately on the portfolio rubric. Previously we were only using total student averages from the portfolio review scores.

Learning outcome 1: Students will produce work that is substantial and well developed in a chosen medium. Assessed using portfolio review rubric scores and exhibition submissions (see results above), especially for 4940 level portfolio. Students averaged 3.46 out of a possible 4 for Spring 2016.

Learning outcome 2: Students will be able to compose in two and three dimensions. Assessed using portfolio review rubric scores and exhibition submissions (see results above). Students are required to take classes in two and three-dimensional media. Students averaged a 3.6 out of possible 4 for Spring 2016.

Learning outcome 3: Students will be able to utilize drawing as a means for conceptual development. Assessed using portfolio review rubric scores and exhibition submissions (see results above). Students are required to take drawing 1 and are encouraged to keep a sketchbook. Students averaged a 3.2 out of a possible 4 for Spring 2016.

Learning outcome 4: Students will create work with awareness and application of the creative process. Assessed using portfolio review rubric scores and exhibition submissions (see results above). Students averaged a 3.2 out of a possible 4 for Spring 2016.

Learning outcome 5: Students will demonstrate the ability to create artwork independently. Assessed using portfolio review rubric scores and exhibition submissions (see results above). Students averaged a 3.3 out of a possible 4 for Spring 2016.

*Please attach any tables, graphics, or charts to the end of this report.
3. Describe how assessment feedback has been provided to students, faculty, and staff. (e.g. report for faculty, executive summary for the dean, web page for students, alumni newsletter, discussion with students in class or club event, etc.)

Data is shared with Studio Art colleagues and submitted to the departmental Associate Chair each semester. Faculty mentors share information from the portfolio review process and assessment results with their assigned mentees on an individual basis.

4. In what ways have you used assessment findings to celebrate student achievements and/or to improve the curriculum this past year? (e.g. prizes to students, hosting student parties, changes to curriculum, student projects, learning goals, assessment strategies, etc.)

We are revising our assessment plan, portfolio review rubric, and student questionnaire for reviews. We are continuing to discuss curriculum issues. Three-dimensional design was changed to be more inclusive of sculptural methods and more inviting to students. It has now become Sculpture 1, and was passed through the curriculum committee. FPA graduating seniors were recognized and celebrated at the annual senior award ceremony held in McNamee gallery. Students received awards and purchase awards for outstanding work at both student exhibitions.

5. Describe any changes to your assessment plans, or any challenges or educational experiences with the assessment process this past year that you would like to share.

We have revised our assessment plan and our student learning outcomes. We are adding additional ways to look at data gathered. We will need to go back to previous years to examine a larger sample size utilizing the new ways of looking at this data. The plan for next year is to revise our portfolio review rubric, and to revise the questions asked of students during the review process to better involve students in the assessment process.

Please submit any revised/updated assessment plans to the University Assessment Coordinator along with this report.
**Student’s Name:**

**ART 2940 Scoring Guide**

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<td><strong>Development of work</strong></td>
<td>Pieces are substantial and well developed</td>
<td>Pieces show considerable work and are developed</td>
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<td>Formal elements and design principles are used effectively consistently in work</td>
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<td><strong>Concept</strong></td>
<td>Shows strong evidence of critical thinking and conceptual concerns</td>
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<td>Little evidence of critical or conceptual thinking</td>
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<td><strong>Representational Skills</strong></td>
<td>Strong illusion and representational skills demonstrated in the work</td>
<td>Good representational skills are demonstrated in the work</td>
<td>Fair representational skills are demonstrated in the work</td>
<td>Representational skills are limited</td>
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**Faculty Comments:**

- _____ Continue in the program as Major (PASS)
- _____ Re-review at a later time, to be specified (No Grade)
- _____ Continue in the program as Minor (NO Pass)
- _____ Withdraw permanently from the program (NO Pass)

**Instructions to ART 2940 Students:**

Reflect on your experience in problem solving challenges.

- What interests have you developed? What has helped you to gain a better understanding of yourself as an artist or designer?

**Review:**

- **First Half -- 15 minutes.** Prepare a presentation with work and sketchbooks from these first two years of class. Decide how best to organize this to explain to the committee your experiences, challenges, successes in both your studio and academic work.
- **Second Half -- 15 minutes.** Faculty and student have a discussion about past and current work and educational ideas. Some chance to focus on the path forward visually and educationally. Students can (are encouraged to) ask questions and seek advice.
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<td>Imagination/ Creative risk taking</td>
<td>Has created well-thought out original and distinctive solutions to artistic problems</td>
<td>Has some thoughtful solutions to artistic problems with partial risk taking.</td>
<td>Has original solutions to artistic problems but approach needs more development.</td>
<td>Difficulty assuming risk with approach and process to work.</td>
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Faculty Comments:

_____ Graduate this semester as Major (PASS)
_____ Re-review next semester (No Grade)
_____ Receive a Minor rather than a Major (complicated if this is student’s sole major) (NO Pass)

Instructions to ART 4940 Students:

Reflect on your experience in problem solving challenges.
What interests have you developed? What has helped you to gain a better understanding of yourself as an artist or designer?
What has helped you to gain a better understanding of yourself as an artist or designer? What plans do you have after graduation?

Review:

First Half -- 15 minutes. Prepare a presentation of work since the ART 294 review. You should focus on your emphasis area. Decide how best to organize this to explain to the committee your experiences, challenges, successes in both your studio and academic work.
Second Half -- 15 minutes. Faculty and student have a discussion about past and current work and educational ideas. Some chance to focus on the path forward visually and educationally. Students can (are encouraged to) ask questions and seek advice.