

## Program-Level Assessment: Annual Report

Program: Studio Art

Department: Fine & Performing Arts

Degree or Certificate Level: Major, BA

College/School: College of Arts & Sciences

Date (Month/Year): June 2020

Primary Assessment Contact: Nila Petty

In what year was the data upon which this report is based collected? Fall 2019 to Spring 2020

In what year was the program's assessment plan most recently reviewed/updated? 2019

### 1. Student Learning Outcomes

Which of the program's 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.

### 2. Assessment Methods: Student Artifacts

Which student artifacts were used to determine if students achieved this outcome? Please identify the course(s) in which these artifacts were collected. Clarify if any such courses were offered a) online, b) at the Madrid campus, or c) at any other off-campus location.

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.

### 3. Assessment Methods: Evaluation Process

What process was used to evaluate the student artifacts, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and include them in/with this report.

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

### 4. Data/Results

What were the results of the assessment of the learning outcomes? Please be specific. Does achievement differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., STL campus, Madrid campus, other off-campus site)?

Students will demonstrate a proficiency in a chosen medium:

For **Fall 2019**, **sophomore** portfolio review scores overall average was 17.9 out of a possible 20. This is a higher than usual score for sophomores. There were 8 sophomores. Formal elements, representational skills and craftsmanship scores were all high, ranging from 3 to 3.9.

Two **seniors** completed portfolio reviews in **Fall 2019**. Their total scores were 16.4 and 19 out of 20. One of these seniors was lacking in more current work to make her portfolio stronger for a final review. They both demonstrated proficiency in a medium.

Portfolio review scores for **seniors, Spring 2020** ranged from 14.8 to 15.6 averages out of a possible 16. I removed the score category for Oral Presentation because we did these online only based on digital portfolios. We did not have the interaction with the student as we usually would during a presentation.

Seniors demonstrated a strong level of proficiency in their chosen media.

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

For **Fall 2019, sophomore** portfolio review scores overall average was 17.9 out of a possible 20. Sophomores demonstrated a good range of media.

Two **seniors** completed portfolio reviews in **Fall 2019**. Their total scores were 16.4 and 19 out of 20.

Portfolio review scores for **seniors, Spring 2020** ranged from 14.8 to 15.6 averages out of a possible 16. I removed the score category for Oral Presentation because we did these online only based on digital portfolios. We did not have the interaction with the student as we usually would during a presentation.

Seniors worked in multiple media, such as sculpture, ceramics, digital, installation, and painting, drawing. Portfolio review scores reflected their ability to work well in various media. They were able to use formal elements to create concepts visually.

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

For **Fall 2019, sophomore** portfolio review scores overall average was 17.9 out of a possible 20. Sophomores all passed portfolio reviews. Oral presentations were notably improved for most.

Two **seniors** completed portfolio reviews in **Fall 2019**. Their total scores were 16.4 and 19 out of 20.

Portfolio review scores for **seniors, Spring 2020** ranged from 14.8 to 15.6 averages out of a possible 16. I removed the score category for Oral Presentation because we did these online only based on digital portfolios. We did not have the interaction with the student as we usually would during a presentation.

Seniors passed portfolio reviews. They presented work digitally in an image portfolio. They were unable to present work orally due to Covid-19 restrictions and the sudden move to online only.

## 5. Findings: Interpretations & Conclusions

What have you learned from these results? What does the data tell you?

We used a new rubric for portfolio reviews. It was adjusted to better align with learning outcomes. The adjusted rubric seemed to work better. We have a category for oral and visual presentations, which we expect students to be able to do. We have a category for sketchbooks, to show how students are utilizing drawing as a means of working through ideas visually. We learned that the three levels of freshman, sophomore, and senior seminars is working well and is key to helping students create a stronger portfolio. In general, it has helped students be able to better discuss their artwork.

## 6. Closing the Loop: Dissemination and Use of Current Assessment Findings

A. When and how did your program faculty share and discuss these results and findings from this cycle of assessment?

I gather and share the results of our portfolio review scores each semester. We discuss findings and any thoughts during regular faculty meetings.

B. How specifically have you decided to use findings to improve teaching and learning in your program? For example, perhaps you've initiated one or more of the following:

Changes to the Curriculum or Pedagogies

- Course content
- Teaching techniques
- Improvements in technology
- Prerequisites

- Course sequence
- New courses
- Deletion of courses
- Changes in frequency or scheduling of course offerings

Changes to the Assessment Plan

- Student learning outcomes
- Student artifacts collected
- Evaluation process

- Evaluation tools (e.g., rubrics)
- Data collection methods
- Frequency of data collection

Please describe the actions you are taking as a result of the findings.

We are currently seeing how the new rubrics are working. They seem to be working well in the first year of use. We are looking for additional data collection opportunities.

If no changes are being made, please explain why.

**7. Closing the Loop: Review of Previous Assessment Findings and Changes**

**A.** What is at least one change your program has implemented in recent years as a result of assessment data?

Addition of sophomore seminar. Adjustment of portfolio review rubric.

**B.** How has this change/have these changes been assessed?

Comparing this year's data with previous years. It is easier to align rubric scores with learning outcomes.

**C.** What were the findings of the assessment?

It is working well so far. We will continue with the current plan.

**D.** How do you plan to (continue to) use this information moving forward?

**IMPORTANT: Please submit any assessment tools and/or revised/updated assessment plans along with this report.**

Student's Name: \_\_\_\_\_

### Sophomore Portfolio Review

	4	3.5	3	2.5	2	1.5	1
<b>Development of work</b>	Pieces are substantial and well developed		Pieces show considerable work and are developed		Pieces show work that has been somewhat developed		Pieces are under developed and work is limited
<b>Craft</b>	Handled well and is appropriate to the concept		Craft is dealt with but some issues exist		Craft is less well attended to		Craft is inappropriate or poorly handled
<b>Form</b>	Formal elements and design principles are used effectively consistently in work		Formal elements and design principles effectively used in much of the work		Formal elements and design principles used effectively in some of the work		Formal elements not effectively incorporated into most of the work
<b>Concept</b>	Shows strong evidence of critical thinking and conceptual concerns		Shows some evidence of critical thinking and conceptual concerns		Shows limited evidence of critical thinking and conceptual concerns		Little evidence of critical or conceptual thinking
<b>Representational Skills</b>	Strong illusion and representational skills demonstrated in the work		Good representational skills are demonstrated in the work		Fair representational skills are demonstrated in the work		Representational skills are limited
							<b>Total =</b>

**Faculty Comments:**

- \_\_\_\_\_ Continue in the program as Major (PASS)
- \_\_\_\_\_ Re-review at a later time, to be specified (INCOMPLETE)
- \_\_\_\_\_ Continue in the program as Minor (FAIL)
- \_\_\_\_\_ Withdraw permanently from the program (FAIL)

Student's Name: \_\_\_\_\_ Area of Emphasis: \_\_\_\_\_

### Senior Portfolio Review

	4	3.5	3	2.5	2	1.5	1
<b>Form</b>	Formal elements and design principles are used effectively and consistently in work		Formal elements and design principles effectively used in much of the work		Formal elements and design principles used effectively in some of the work		Formal elements not effectively incorporated into most of the work
<b>Craftsmanship</b>	Handled well and is appropriate to the concept		Craft is dealt with but some issues exist		Craft is less well attended to		Craft is inappropriate or poorly handled
<b>Concept / Intentional Content</b>	Shows strong evidence of critical thinking and conceptual concerns		Shows some evidence of critical thinking and conceptual concerns		Shows limited evidence of critical thinking and conceptual concerns		Little evidence of critical or conceptual thinking
<b>Creative Risk-taking / Independent Work</b>	Has created original and distinctive solutions to artistic problems. Creates work independently, outside of classes.		Has some thoughtful solutions to artistic problems with partial risk-taking.		Has some original solutions to artistic problems but approach needs more development.		Difficulty assuming risk with approach and process to work. Little or no work created outside of classes.
<b>Presentation of Portfolio</b>	Oral and visual presentation was strong: able to discuss work thoughtfully and answer questions.		Oral and visual presentation were good, but some issues exist.		Oral and/or visual presentation is lacking in some aspects. Less able to discuss work.		Poor oral and/or visual presentation.
<b>Total = Overall Proficiency</b>							<b>Total =</b>

**Faculty Comments:**

**Checklist:**

Artist Statement

Power Point

Web site link

Evidence of Exhibition: Student Shows

Entered \_\_\_\_\_

Accepted \_\_\_\_\_