

Program-Level Assessment: Annual Report

Program Name (no acronyms): Studio Art

Department: Fine & Performing Art

Degree or Certificate Level: BA

College/School: College of Arts & Sciences

Date (Month/Year): August, 2021

Assessment Contact: Nila Petty

In what year was the data upon which this report is based collected? Fall 2020 – Spring 2021

In what year was the program's assessment plan most recently reviewed/updated? 2016, and feedback in 2020

1. Student Learning Outcomes

Which of the program's student learning outcomes were assessed in this annual assessment cycle? (Please list the full, complete learning outcome statements and not just numbers, e.g., Outcomes 1 and 2.)

Students will practice creating work in multiple media.

Students will demonstrate an awareness of a variety of artistic intentions.

Students will create art with intentional content.

Students will demonstrate the ability to create artwork independently.

2. Assessment Methods: Artifacts of Student Learning

Which artifacts of student learning were used to determine if students achieved the outcome(s)? Please describe and 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 are conducted at the end of Sophomore Seminar and Senior Seminar. Rubric scores from reviews are averaged and compared. Portfolio images are kept on file. Studio Art faculty meet with the students for each student to present and discuss their portfolio of artwork. We did the meetings by Zoom for Fall 2020 and Spring 2021. Faculty complete a rubric for each student.

We keep records of numbers of majors submitting work to student exhibitions each semester and compare the number accepted versus submitted for majors and minors. Student shows were virtual, online in a virtual gallery, for 2020-2021. Acceptance of work to be exhibited is indicative of quality and the presentation of the artwork. It also demonstrates participation in the Studio Art program.

For Fall 2020, 20 students submitted work. This was an unusually low number due to the pandemic, to everything being online and virtual. Therefore, we accepted all the entries. For Spring 2021, there were 75 entries and 36 accepted. David Brinker, Director of MOCRA, was the guest juror.

(Madrid does not offer a major in Studio Art, so we have not been collecting portfolio review data from their program for our major.)

3. Assessment Methods: Evaluation Process

What process was used to evaluate the artifacts of student learning, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and **include them in/with this report document** (do not just refer to the assessment plan).

Portfolio review scores are totaled for each student. These scores are compared and averaged. The scores are also compared across each category on the rubric so that we can see how the students are progressing with the learning outcomes as expressed in the portfolio rubric. We compare data about exhibition participation from previous to current semesters to track participation numbers and the numbers being accepted to show work. Results are shared with faculty and feedback is given to students. Faculty discuss our portfolio reviews, student exhibitions, and student progress.

Please see Senior and Sophomore Portfolio Review Rubrics below and on shared Google Drive documents for Studio Art.

4. Data/Results

What were the results of the assessment of the learning outcome(s)? 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)?

Fall 2020

We had two senior portfolio reviews. One scored 19.6 and the other 19.8. We were impressed with the quality and range of the work presented as well as the independent work, motivation, and thoughtfulness demonstrated by these two students. They both connected their own artwork to other disciplines and one student in particular connected her work to service initiatives and projects. This student received our departmental award upon graduation, showing her outstanding work not only in Studio Art but in academics and service, and her value within the FPA department as a whole.

Students will practice creating work in multiple media:

Senior portfolios focus more on a body of work that is developed further and less on a range of media. However, both students demonstrated a variety of media, such as drawing, painting, on-site murals, digital and design, ceramic, and sculpture.

Six students presented Sophomore portfolios. Students scored an average of 17 out of 20 on the portfolio rubric. Most students showed a good range of work across media and multimedia work, three-dimensional, sculptural work along with two-dimensional media. One student was encouraged to explore more materials, media and approaches along with drawing, and the strong drawing skills demonstrated.

Students will demonstrate an awareness of a variety of artistic intentions:

For Senior portfolios this is evident by the content/concept category on the rubric as well as in the oral discussion of their work and how it potentially relates to other artists' work during the review process. Both students scored a 4 out of 4.

For Sophomore portfolios, this is also evident by the content/concept category on the rubric as well as in the discussion of the artwork during the presentation. The student average score was 3.5. An awareness of a variety of artistic intentions was clearly there. However, a more intentional use of terminology in color theory and design in particular was somewhat lacking.

Students will create art with intentional content:

For Senior portfolios this is evident by the content/concept category on the rubric as well as in the oral discussion of their work. Both students scored a 4 out of 4.

For Sophomore portfolios, this is also evident by the content/concept category on the rubric as well as in the discussion of the artwork during the presentation. The student average score was 3.5.

Most of the students showed artwork with intentional content. It was noted that one student in particular was tying their artwork in with their second major in Anthropology and developing content based on these interests.

Students will demonstrate the ability to create artwork independently:

For Senior portfolios this is evident by the creative risk-taking / independent work category on the rubric as well as in the oral discussion of their work. Both seniors scored a 4 out of 4. This was a strength of these seniors this semester.

For Sophomore portfolios this is evident in the content/concept category as well as in the discussion of the artwork. It is less of an emphasis for sophomores as it is expected this will develop further as they progress in their junior and senior work. The student average score was 3.5.

Spring 2021

We had two senior portfolio reviews. No sophomore-level reviews.

Students will practice creating work in multiple media:

Both students created work in multiple media. One had a particularly strong connection amongst her work in various media. The other student could have included more work, more examples in her portfolio. Scores were 16 for one student and 19 for the other.

Students will demonstrate an awareness of a variety of artistic intentions:

This is evident by the concept/concept category on the rubric as well as in the oral discussion of their work and how it potentially relates to other artists' work during the review process. One student scored a 3 out of 4, the other scored 4 out of 4.

Students will create art with intentional content:

This is evident by the content/concept category on the rubric as well as in the oral discussion of their work. One student scored a 3 out of 4, the other scored 4 out of 4.

Students will demonstrate the ability to create artwork independently:

For Senior portfolios this is evident by the creative risk-taking / independent work category on the rubric as well as in the oral discussion of their work. One student scored a 2 out of 4. She did not present enough work completed outside of class, independently. The second student scored a 4 out of 4 and was particularly strong in this outcome.

5. Findings: Interpretations & Conclusions

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

For Spring 2021, we adjusted the scoring we use for the portfolio review rubric, removing the ½ point, .5 option. The new rubric is scored from 1 – 4. This should bring more clarity to the scoring and comparing of data.

Having the portfolios online by Zoom limited our access to reviewing sketchbooks as thoroughly. We will be more specific in our requirements for sketchbooks in portfolio review presentations as we move forward, and hopefully are able to return to in-person reviews.

Some overall observations: We would like to see more intentional / clear use of terminology, particularly for color theory / design projects and a brief explanation of the parameters of that project when students are presenting their portfolios. Labels on work or a label list would be helpful for the portfolio review process. The rubric numbers show that sketchbooks / drawings could be better utilized or at least better demonstrated in the portfolio review process.

Portfolio review rubrics are working well and the adjustment of removing the .5 scoring option should make the data clearer and more direct. Freshmen, Sophomore, and Senior Seminars are working well.

We are discussing an adjustment to our curriculum, simplifying the foundation-level sequence and allowing more room for students to explore other media or take an additional course in their chosen medium.

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?

Studio Art faculty discuss student portfolios after our portfolio review meetings with the students. Scoring results are tallied and shared to all faculty, along with feedback comments, which are also shared with the individual students. We discuss results and findings during our faculty meetings.

B. How specifically have you decided to use these 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
- Artifacts of student learning
- 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 these findings.

We are looking at foundation-level studio art classes to make sure terminology is presented to students with the expectation for them to be clearer and more intentional in their use of terminology in discussing their own work. This will be communicated to faculty teaching foundation classes.

In future portfolio reviews, we will request to see student sketchbooks again more specifically and we will request a label list that corresponds to the work in the portfolio.

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?

We removed the .5 scoring option on our portfolio review rubrics to make data clearer. We have adjusted our portfolio review rubrics to align better with student learning outcomes. We added a checklist for some of the items we were looking for students to accomplish. We

added a category for sketchbooks / drawing for the sophomore review. We added a category for presentation of the portfolio on the senior review.

In future portfolio reviews, we will request to see student sketchbooks again more specifically and we will request a label list that corresponds to the work in the portfolio.

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

We utilized the updated review rubrics, with the scoring adjustment, for the first time for Spring 2021. We are seeing how this works. We are comparing data as it fits with learning outcomes. We are discussing changes and assessment during faculty meetings.

C. What were the findings of the assessment?

The scores are providing easier to assess data. We need to continue using this format. We need to review our assessment plan to make sure it is up to date.

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

We are discussing an adjustment to our curriculum, simplifying the foundation-level sequence and allowing more room for students to explore other media or take an additional course in their chosen medium. This will go along with our response to the new University core curriculum.

We will review our assessment plan and update it.

IMPORTANT: Please submit any assessment tools (e.g., rubrics) with this report as separate attachments or copied and pasted into this Word document. Please do not just refer to the assessment plan; the report should serve as a stand-alone document.

Student's Name: _____ **Area of Emphasis:** _____

Sophomore Portfolio Review

	4	3	2	1
Form	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
Craftsmanship	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
Representational Skills	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

Content	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
Sketchbook \ Drawing	Uses sketchbook and/or drawings effectively to develop ideas and record ideas / progression of ideas.	Uses sketchbook and / or drawings to develop ideas. Could utilize sketchbook more or investigate ideas more fully.	Limited use of a sketchbook and drawings in idea development. Limited evidence of idea development.	Very limited use of sketchbook, or no sketchbook. Little or no evidence of idea development.
Total = Overall Proficiency				Total =

Faculty Comments:

Checklist:

Has examples of both two and three-dimensional artwork

Evidence of exhibition: Student Shows

Entered __

Accepted __

_____ 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	2	1
Form	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
Craftsmanship	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

Concept / Intentional Content	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
Creative Risk-taking / Independent Work	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.
Presentation of Portfolio	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.
Total = Overall Proficiency				Total =

Faculty Comments:

Checklist:

Artist Statement

Power Point

Web site link

Evidence of Exhibition: Student Shows

Entered _____

Accepted _____