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Department of Art

**ACADEMIC ASSESSMENT PLAN**

Version 1.5

Bachelor of Arts, Art (B.A.)

Bachelor of Fine Arts, Art (B.F.A.)

GER (Tier 2, Tier 3)

Adopted by the Department of Art Faculty:

September 21, 2018

Submitted by

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Reviewed with curriculum changes by the Academic Assessment Committee as an information item 4/19/19

Reviewed by the Faculty Senate as an information item 5/3/19

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**Mission Statement**

The mission of the Department of Art is to prepare students to use their artistic abilities to make a difference in society. A comprehensive multi-studio approach encourages independent thinking, strengthens creativity, and develops knowledge of the critical and historical aspects of art. Students acquire technical skills and gain confidence to work with a variety of materials while exploring and evaluating a broad and diverse heritage of art and design. Our goal is to train and graduate students to be empowered artists who are essential to the quality of our dynamic culture.

The art history area supports gallery exhibitions which are an integral component of the art students’ education as well as general education courses in the fine arts and humanities. The art education area provides an introduction for museum, and community-based teaching, which are practices necessary for a teaching artist.

Gallery exhibitions, artist lectures, and workshops expose students to contemporary art developments both intellectually and visually. The Kimura Gallery and the Arc Gallery at the Consortium Library offer students and the community an opportunity to view and study the work of local, national and international artists. The Hugh McPeck Gallery in the Student Union provides a venue for students to exhibit their work through a series of invitational and juried exhibitions.

**Program Introduction**

The process the Department of Art uses to determine our program’s objectives, outcomes and assessment strategy is based on our accrediting agency’s philosophy NASAD (National Association of Schools of Art and Design) and competencies regarding a common body of knowledge and skills.[[1]](#footnote-1) NASAD’s philosophy underscores our mission statement and recognizes that

“…Art and design are professions requiring talent, knowledge, skill, and dedication. Employment depends almost entirely on demonstrated competence. Success is based primarily on work rather than on credentials. Experience tells us that art and design, though dependent on talent, inspiration, and creativity, require much more to function as a significant spiritual and educational force. Talent without skills, inspiration without knowledge, and creativity without technique can account for little but lost potential.

The primary purpose of schools of art and design is to help individual students turn talent, inspiration, creativity, and dedication into significant potential for service to the development of art and design culture in its multiple dimensions…

On issues of art and design content and educational substance as applied to the preparation and training of art and design professionals at the highest possible levels….”[[2]](#footnote-2)

The assessment strategies for the Bachelor of Arts, Art (B.A.) and Bachelor of Fine Arts, Art (B.F.A.) incorporate NASAD evaluation mechanisms such as portfolio and document reviews, examinations, and course grades. Academically the student is responsible for written assignments, reviews of salient articles and topically based research papers/projects. The primary tool for assessment in the studio area is the end-of-the semester portfolio review, which is equivalent to an e-portfolio. This mode of assessment applies to both B.A. and B.F.A. students as they progress through their course of studies at UAA. However, in the case of B.F.A. students, there is an added component culminating in their Thesis Exhibition. The B.F.A. Thesis Exhibition is a more developed process that assesses the student by all full-time faculty pertaining to the student’s studio area of concentration. In effect, the Thesis Exhibition is akin to an expanded and more comprehensive portfolio review involving more time and energy to execute a body of work that a professional artist would display in a gallery or museum setting. The B.F.A. student is oriented towards becoming a practicing artist with a professional degree. This does not mean that the B.A. student does not have the skills to be a practicing artist. The culmination of their course of studies gives the B.A. student the necessary tools to practice art within the context of the wider ranging Liberal Arts Degree.

**Program Student Learning Outcomes**

This document defines the expected student learning outcomes for the Department of Art’s program and outlines a plan for assessing the achievement of the stated outcomes. The department’s thinking is integrative in nature and incorporates GER outcomes keyed to specific disciplines and expectations regarding our B.A. and B.F.A. student learning outcomes as well as adapting and using NASAD competency levels and faculty discussions to make adjustments when needed to the Department of Art’s curriculum. The outcomes are grounded on being performance based, completeness, relevancy, and credible methods of measurement.

## *Program Student Learning Outcomes for the B.A. Degree*

## Students graduating with a Bachelor of Arts, Art will be able to demonstrate:

## An understanding of the multiple ways in which creative thinking may be applied to a variety of intellectual, social, and professional circumstances

## A broad knowledge of contemporary and historical contexts in the visual arts

## Critical thinking, writing, and research skills leading to creative problem solving

## Effective application of techniques, composition, and materials to express ideas through a variety of media

# *Program SLO Student Learning Outcomes for the B.F.A. Degree*

# Students graduating with a Bachelor of Fine Arts, Art will be able to demonstrate:

# Mastery of techniques, composition, and the use of materials to express ideas in a cohesive body of work

# A comprehensive knowledge of contemporary and historical contexts in the visual arts

# Critical thinking, writing, and research skills in the discovery of original approaches to creative problem solving

# Effective professional skills to be a practicing artist as applied to art proposals, exhibitions, and business matters.

*GER SLO Linked to the Department of Art Program SLO*

Both our B.A. and B.F.A. program student learning outcomes are also interconnected in various ways to the following UAA GER Student Learning Outcomes: #1, #3, #4, and #9.

UAA General Education Requirement Student Learning Outcomes:

1. Communicate effectively in a variety of contexts and formats;

3. Relate knowledge to the historical context in which it developed and the human problems it addresses;

4. Interpret different systems of aesthetic representation and understand their historical and cultural contexts;

9. Integrate knowledge and employ skills gained to synthesize creative thinking, critical judgment and personal experience in a meaningful and coherent manner.

**Table 1: Association of Assessment Measures to Program Outcomes**

**GER (TIER 2, TIER 3) PROGRAM**

| **UAA GER Student Learning Outcomes** | **Measure 1a****GER Tier 2**ART A160, ART A261, ART A262 | **Measure 1b****GER Tier 3**ART A491 |
| --- | --- | --- |
| 1. Communicate effectively in a variety of contexts and formats;  | 1 | 0 |
| 3. Relate knowledge to the historical context in which it developed and the human problems it addresses; | 1 | 0 |
| 4. Interpret different systems of aesthetic representation and understand their historical and cultural contexts; | 1 | 0 |
| 9. Integrate knowledge and employ skills gained to synthesize creative thinking, critical judgment and personal experience in a meaningful and coherent manner. | 0 | 1 |

0 = Measure is not used to measure the associated outcome.

1 = Measure is used to measure the associated outcome

**B.A. PROGRAM**

| **B.A. Student Learning Outcomes** | **Measure 1a**GER Tier 2ART A261, ART A262 | **Measure 1b**GER Tier 3ART A491 | **Measure 2**ART A360A, ART A360B, ART A362, ART A363, ART A364, ART A366 |
| --- | --- | --- | --- |
| 1. An understanding of the multiple ways in which creative thinking may be applied to a variety of intellectual, social, and professional circumstances | 0 | 0 | 1 |
| 2. A broad knowledge of contemporary and historical contexts in the visual arts | 1 | 0 | 0 |
| 3. Critical thinking, writing, and research skills leading to creative problem solving | 0 | 0 | 1 |
| 4. Effective application of techniques, composition, and materials to express ideas through a variety of media | 0 | 1 | 0 |

0 = Measure is not used to measure the associated outcome.

1 = Measure is used to measure the associated outcome.

**B.F.A. PROGRAM**

| **B.F.A. Student Learning Outcomes** | **Measure 1a**GER Tier 2ART A261, ART A262 | **Measure 1b**GER Tier 3ART A491 | **Measure 2**ART A360A, ART A360B, ART A362, ART A363, ART A364, ART A366 | **Measure 3**ART A499 |
| --- | --- | --- | --- | --- |
| 1. Mastery of techniques, composition, and the use of materials to express ideas in a cohesive body of work | 0 | 0 | 0 | 1 |
| 2. A comprehensive knowledge of contemporary and historical contexts in the visual arts | 1 | 0 | 0 | 0 |
| 3. Critical thinking, writing, and research skills in the discovery of original approaches to creative problem solving | 0 | 0 | 1 | 0 |
| 4. Effective professional skills to be a practicing artist as applied to art proposals, exhibitions, and business matters. | 0 | 1 | 0 | 0 |

0 = Measure is not used to measure the associated outcome.

1 = Measure is used to measure the associated outcome.

**Measures Adopted by the Department of Art**

The following measures were adopted by the Department of Art in the spring of 2018 to assess student performance. These measures illustrate student performance relative to one or more outcomes in the B.A. and B.F.A. programs. We plan to assess all 4 Measures per academic year and listed here are courses corresponded to each Measure.

* **Measure 1a**: GER Tier 2 (GER, B.A., B.F.A.)
	+ ART A160, ART A261, ART A262
* **Measure 1b**: GER Tier 3 (B.A., B.F.A.)
	+ ART A491
* **Measure 2**: 300 Level, Academic Proficiency in Art History (B.A., B.F.A.)
	+ ART A360A, ART A360B, ART A362, ART A363, ART A364 & ART A366
* **Measure 3**: 400 Level, Academic Proficiency in Art (B.F.A.)
	+ ART A499

We will assess two to three courses per semester, and here is a plan of rotation,

| **2018-2019** |  |  |
| --- | --- | --- |
| Fall Semester | Measure 1a | ART A160, One 300 Level Art History Course |
|  | Measure 1b | ART A491 |
| Spring Semester | Measure 2 | ART A261 |
|  | Measure 3 | ART A499 |

| **2019-2020** |  |  |
| --- | --- | --- |
| Fall Semester | Measure 1a | ART A160, One 300 Level Art History Course |
|  | Measure 1b | ART A491 |
| Spring Semester | Measure 2 | ART A262 |
|  | Measure 3 | ART A499 |

**Assessment Process**

A description of the measures used in the assessment of the program outcomes and their implementation are summarized in Table 2. The measures and their relationships to the program outcomes are listed in Table 1, above. Table 1 incorporates Measures whose specific criteria for assessing program outcomes are found in Appendices A to D. These measures describe their use and the factors affecting the results. Each appendix shows the measure itself and describes its use and the factors that affect the results.

**Table 2: Program Outcomes Assessment Measures and Administration**

| **Measure** | **Description****(Students will…)** | **Frequency** | **Collection Method** | **Administered by** |
| --- | --- | --- | --- | --- |
| **Measure 1a:**GER Tier 2ART A160ART A261ART A262 | Produce reflective assignments/response papers relating a knowledge and understanding of the historical and cultural contexts and the ability to interpret different systems of aesthetic representation. | Fall Semesters  | Score Sheet  | Course Instructors |
| **Measure 1b:**GER Tier 3ART A491 | Produce a professional art portfolio that demonstrates (1) effective application of techniques, composition, and materials to express ideas through a variety of media, and (2) ability to integrate knowledge and employ professional skills needed to be a practicing artist. | Fall Semesters | Score Sheet | Course Instructors |
| **Measure 2:**ART A360ART A360BART A362ART A363ART A364ART A366 | Produce a research project illustrating the skills necessary to produce a competently research project demonstrates (1) an understanding of the multiple ways in which creative thinking may be applied to a variety of intellectual, social, and professional circumstances, and (2) critical thinking, writing, and research skills in the discovery of original approaches to creative problem solving. | Spring Semesters | Score Sheet | Course Instructors  |
| **Measure 3:**ART A499 | Develop a thesis proposal and execute it in the B.F.A. Thesis Exhibition that demonstrates mastery of techniques, composition, and the use of materials to express ideas in a cohesive body of work. | Spring Semesters | Score Sheet | B.F.A. Coordinator |

**Assessment Implementation & Analysis for Program Improvement**

We plan to meet twice during the academic year to review the data collection regarding our assessment measures. At these meetings changes made to the assessment measures will be done by assessing the data, interpretation of the results and what if any recommended programmatic changes are needed and a plan for putting into place the recommended suggestions.

Any changes decided on will be addressed to the Department of Art’s student constituency and the university administration. Any decisions that will be implemented will be forwarded to the Office of Academic Affairs by June 15th of each year.

**APPENDIX A**

**Measure 1a: GER** **Tier 2**

(ART A160, ART A261, ART A262)

Measure description: Produce reflective assignments/response papers relating a knowledge and understanding of the historical and cultural contexts and the ability to interpret different systems of aesthetic representation.

Factors that affect the collected data: Assessing the effectiveness of students writing critical/reflective assignments or response papers will vary according to the skill level attained by students taking these courses. The intent of Tier 2 requirements is to develop competent written skills. Since written skills are essential to the performance of the student the Tier 2 adequacy component will vary accordingly. Assessing the student’s critical/reflective assignments or response papers will be assessed throughout the semester by determined assignments. The determination of these outcomes is geared to the skill level of the student and the class level entry point of the student, which will subsequently fluctuate.

How to interpret the data: The following are the criteria used by the Department of Art to assess GER Learning Outcomes, which is based on the student’s reflective assignments:

| **GER Learning Outcomes** |
| --- |
| 1. Communicate effectively in a variety of contexts and formats;  |
| 3. Relate knowledge to the historical context in which it developed and the human problems it addresses; |
| 4. Interpret different systems of aesthetic representation and understand their historical and cultural contexts |

| **B.A. Student Learning Outcomes** |
| --- |
| 2. A broad knowledge of contemporary and historical contexts in the visual arts |

| **B.F.A. Student Learning Outcomes** |
| --- |
| 2. A comprehensive knowledge of contemporary and historical contexts in the visual arts |

| **CRITERIA** | **ASSESSMENT TOOLS** | **SCORE (4 Maximum)**  |
| --- | --- | --- |
| Clarity | Critical reflective assignments, response papers | 0 1 2 3 4 |
| Use of substantive information  | Critical reflective assignments, response papers | 0 1 2 3 4 |
| Development of insights and commentary | Critical reflective assignments, response papers | 0 1 2 3 4 |
| Use of proper citations and bibliographic referencing (if needed) | Critical reflective assignments, response papers | 0 1 2 3 4 |
| Grammatically correct, proofed and organized  | Critical reflective assignments, response papers | 0 1 2 3 4 |
| Final Grade | Critical reflective assignments, response papers | 0 1 2 3 4 |

APPENDIX B

**Measure 1b: GER Tier 3**

(ART A491)

Measure description: Produce a professional art portfolio that demonstrates (1) effective application of techniques, composition, and materials to express ideas through a variety of media, and (2) ability to integrate knowledge and employ professional skills needed to be a practicing artist.

Factors that affect the collected data: The following factors will impact on the student’s grade: (1) the skill level the student has attained at the time of taking the Integrated Capstone Course, Senior Seminar, and (2) the ability of the student to effectively communicate the required assignments.

How to interpret the data: The following are the criteria used by the Department of Art to assess which is based on the student’s professional art portfolio.

| **GER Student Learning Outcomes** |
| --- |
| 9: Integrate knowledge and employ skills gained to synthesize creative thinking, critical judgment and personal experience in a meaningful and coherent manner. |

| **B.A. Student Learning Outcomes** |
| --- |
| 4: Effective application of techniques, composition, and materials to express ideas through a variety of media |

| **B.F.A. Student Learning Outcomes** |
| --- |
| 4: Effective professional skills to be a practicing artist as applied to art proposals, exhibitions, and business matters. |

| **CRITERIA** | **ASSESSMENT TOOLS** | **SCORE (4 Maximum)** |
| --- | --- | --- |
| Demonstrate the integration and knowledge necessary to be a practicing artist regarding research as it applies to art proposals, exhibitions and presentation planning and the application of business and technical skill as they apply to the arts. | Course Assignments | 0 1 2 3 4 |
| Project designs and written assignments including Self Study, lectures and in-class instruction on contracts, accounting and taxes. | Course Assignments | 0 1 2 3 4 |
| Exhibit the necessary communication skills to be a practicing professional artist. | Course Assignments | 0 1 2 3 4 |
| In-class discussions and written assignments including Artist Statements, Resume/Bio, and Press Release. | Course Assignments | 0 1 2 3 4 |
| Practice creative problem solving as it pertains to the use of materials, research and long term planning at a global level. | Course Assignments | 0 1 2 3 4 |
| In-class discussions and presentations on documenting artwork, artwork submission for grants applications, scholarship, or gallery exhibition.  | Course Assignments | 0 1 2 3 4 |
| Integrate the ethical aspects associated with art production in a business context. | Course Assignments | 0 1 2 3 4 |
| In-class discussion and lectures on copyright, appropriation and charitable donations. | Course Assignments | 0 1 2 3 4 |
| Final Grade | Course Assignments | 0 1 2 3 4 |

**APPENDIX C**

**Measure 2: 300 Level, Academic Proficiency in Art History**

(ART A360A & ART360B, ART A362, ART A363, ART A364, ART A366)

Measure description: Produce a research project illustrating the skills necessary to produce a competently research project demonstrates (1) an understanding of the multiple ways in which creative thinking may be applied to a variety of intellectual, social, and professional circumstances, and (2) critical thinking, writing, and research skills in the discovery of original approaches to creative problem solving.

Factors that affect the collected data: The following criteria are objective in nature and express the wide range of skill levels that students have taking upper division art history classes. Results will vary based on the demographics of the class.

How to interpret the data: The following are the criteria used by the Department of Art, which is based on a student’s research project:

| **B.A. Student Learning Outcomes** |
| --- |
| 1. An understanding of the multiple ways in which creative thinking may be applied to a variety of intellectual, social, and professional circumstances |
| 3. Critical thinking, writing, and research skills leading to creative problem solving |

| **B.F.A. Student Learning Outcomes** |
| --- |
| 3. Critical thinking, writing, and research skills in the discovery of original approaches to creative problem solving |

| **CRITERIA** | **ASSESSMENT TOOLS** | **SCORE (4 Maximum)** |
| --- | --- | --- |
| Demonstrate the ability to identify a topic for a research project including primary and/or secondary literature supporting your choice of subject matter | Course Assignments | 0 1 2 3 4 |
| Develop a clear research question | Course Assignments | 0 1 2 3 4 |
| Illustrate the ability to gather evidence for your research question (e.g. bibliography) | Course Assignments | 0 1 2 3 4 |
| Illustrate the ability to do primary research  | Course Assignments | 0 1 2 3 4 |
| Demonstrate the ability to make an argument by means of assembling the evidence into a cohesive argument answering the research question | Course Assignments | 0 1 2 3 4 |
| Present your argument and the evidence in a clear, logical and creative way illustrating critical thinking | Course Assignments | 0 1 2 3 4 |
| Demonstrate your knowledge of using the appropriate mechanics in terms of style and format for the research project | Course Assignments | 0 1 2 3 4 |
| Final Grade | Course Assignments | 0 1 2 3 4 |

**APPENDIX D**

**Measure 3: 400 Level, Academic Proficiency In Art**

(ART A499)

Measure description: Develop a thesis proposal and execute it in the B.F.A. Thesis Exhibition that demonstrates mastery of techniques, composition, and the use of materials to express ideas in a cohesive body of work.

Factors that affect the collected data: All full-time faculty review the B.F.A. Thesis and determine a grade according to the criteria used to assess the B.F.A. student’s thesis. The scores that students receive are subject to each individual faculty member’s assessment.

How to interpret the data: This set of criteria are used by all of the faculty to assess the student’s ability to realize in their Thesis Exhibition the formal ideas that were set forward in their Thesis Proposal. The Proposal in effect is a strategy the student uses as a guideline to produce the artwork for their thesis exhibition displayed at the Kimura Gallery in the Fine Arts Building. The proposal is subject to a rigorous critique by each faculty member prior to it being accepted. A proposal may change during the process of developing the Thesis Exhibition but is the standard from which the faculty can judge whether or not the student has achieved their goals when the Thesis Exhibition is finalized.

| **B.F.A. Student Learning Outcomes** |
| --- |
| 1. Mastery of techniques, composition, and the use of materials to express ideas in a cohesive body of work |

| **CRITERIA** | **ASSESSMENT TOOLS** | **SCORE (4 is maximum)** |
| --- | --- | --- |
| *Expressive Properties* that demonstrate in the thesis exhibit the student’s success in visually realizing the thesis proposal | B.F.A. Thesis Exhibit | 0 1 2 3 4 |
| *Conceptual Properties* that demonstrate quality, originality and growth in ideas and thoughts | B.F.A. Thesis Exhibit | 0 1 2 3 4 |
| *Formal Properties* that demonstrate the mastery of techniques, composition, and the use of materials to express ideas in a cohesive body of work.  | B.F.A. Thesis Exhibit | 0 1 2 3 4 |
| Final Grade | B.F.A. Thesis Exhibit | 0 1 2 3 4 |

1. See *NASAD Handbook 2017-2018* (Reston, Virginia: National Association of Schools of Art and Design, December 19, 2017). Ch. VII, “The Liberal Arts Degree with a Major in Art/Design”-“General Studies”, pp. 91-95 and Ch. VIII, “All Professional Baccalaureate Degrees in Art and Design”-“Common Body of Knowledge and Skills.” p. 97 [↑](#footnote-ref-1)
2. 2 See “Philosophy” National Association of Schools of Art and Design, <http://nasad.arts.accredit.org>, About NASAD/NASAD Handbook 2017/2018 [↑](#footnote-ref-2)