

Undergraduate Degree Program Assessment Progress Report Cover Sheet

Degree:

BA Studio Art Plan #12

For Calendar Year: 2009

(Date submitted to college committee:)

2/26/10

(Date posted on college assessment website:)

By: Carey W. Roberson

Overall Rating: _____

Respond to all six parts following the "Degree Program Assessment Progress Report Instructions." Attach additional pages as needed.

(NOTE: Parts 1 through 4 can be copied from the relevant sections of your assessment plan.)

(1) Student learning goal(s) addressed this year:

1. Develop an understanding of visual information (elements and principles) and the basic skills necessary to execute a creative work of art.
2. Develop an understanding of the historical antecedents in the visual arts.
3. Develop the vocabulary and analytical skills to discuss (verbally or in writing) works of art.
4. Develop a high level of skill in one selected medium of visual art (ceramics, drawing, graphic design, painting, photography, printmaking, or sculpture).
5. Develop a level of expertise that qualifies the student for employment in the arts and/or continued success in a graduate-level degree program

(2) Learning outcomes/objectives for those goals addressed this year:

1. Identify and analyze visual elements (line, shape, value, texture, color) and design principles (repetition, contrast, balance, movement, emphasis, economy, unity) in their own works and in the works of other artists. (Goals 1, 2, and 3)
2. Effectively utilize visual elements and design principles in their own creations. (Goal 1)
3. Employ the basic technical skills necessary to execute works in various media:

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ceramics, drawing, graphic design, painting, photography, printmaking, or sculpture. (Goal 1)

4. Identify a broad range of art historical antecedents and be able to discuss their work in relation to the art works of others, using language appropriate for the visual arts. (Goals 2 and 3)

5. Employ advanced skills to create work in one studio discipline or studio emphasis (selected from ceramics, drawing, graphic design, painting, photography, printmaking, furniture, or sculpture) that is successful both technically and aesthetically. (Goal 4)

6. Demonstrate, in the studio emphasis, their ability to problem solve and think creatively to develop a coherent body of work that expresses their personal identity. (Goals 4 and 5)

(3) Courses & activities where assessed:

The studio art program was assessed as a whole through an evaluation of the senior exhibit and gallery talk by the art department faculty.

(4) Methods used:

1. Assessment for 2009 focused on the Faculty Assessment of Studio Programs for Graduating Seniors form. This assessment tool evaluates the performance of BA Studio Art Majors in all of the program's learning objectives and is given to all faculty during the student's senior exhibition. During a senior's final semester at UALR, they are required to have an exhibition of their artwork. The exhibition is typically held in FA Gallery III. The work is focused primarily on their emphasis area which include: ceramics, drawing, graphic design, illustration, painting, photography, printmaking, furniture, fibers, jewelry/metals, blacksmithing, or sculpture. The students are required to give an oral PowerPoint presentation about their work and answer questions from the faculty during a scheduled day and time. During 2009, 24 graduating seniors had exhibitions on which they were assessed.

2. The Faculty Assessment of Studio Programs for Graduating Seniors forms are given numerical values to correspond to the ranking scores. The ranking scores on the form are as follows: Superior = 5, Good = 4, Adequate = 3, Mediocre = 2, Inadequate = 1 (see attachment #1 for the ranking scores descriptors). The numerical values allow the assessment committee to better analyze the data given on the assessment form.

3. This year we were able to run a comparison of the data from the 2009 Faculty Assessment of Studio Programs for Graduating Seniors forms data for the past four years (2006 through 2009). In 2006, we initiated the current numerical rankings for this method of assessment.

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(5) What are the assessment findings? How did you analyze them?

1. The data for 2009 was consistent with data gathered in 2006-2008 indicating that the faculty as a whole is consistent in its evaluation and in agreement that the graduating students are attaining the goals and objectives of the program within acceptable parameters. The exception to this consistency, would be during the fall of 2008, in which the department only had 3 graduating seniors to assess. Therefore skewing the numbers at first glance.

2. Data was collected and averaged from the online Faculty Assessment of Graduating Seniors forms that faculty submitted during the Senior Shows. In the comparison of 8 semesters of this assessment data, there was very slight fluctuation in the averages with only one exception, Fall 2007 to Spring 2008.

We had a noticeable rise in 5 categories from Fall 2007 to Spring 08. During the Spring of 2008 is when we started having students present their work in the form of a PowerPoint presentation in the lecture hall rather than in the gallery. So it was nice to actually see a change make a difference in the Artist Statement/Talk area. This change might have additionally had an impact on the rest of the assessment areas as well. The rise in the Artist Statement/Talk area from SP08 to FL08 is due to number of graduates. FL08 only had 3 graduating seniors.

(6) What conclusions were drawn and what decisions were made as a result? How were stakeholder groups involved?

Program changes:

1. With an overall average of 4.008 - which is a ranking of "Good" . No program changes or recommendations were made in response to the assessment findings.

Plan changes:

No plan changes are recommended at this time. The assessment team is currently

Stakeholder involvement:

1. All full-time Art Department faculty (14) are involved in the filling out of the Faculty Assessment of Studio Programs for Graduating Seniors form. Each faculty member is sent a link to an online survey following the graduating senior's senior talk. The Faculty member has to rate the students on each of the objectives given on the form. These objectives are aligned with the programs learning objectives. The ratings are based on the scoring rubric: Superior, Good, Adequate, Mediocre, Inadequate.

One of the problems stated in the 2003 Assessment Report, was the lack of the entire body of faculty to be involved in our assessment methods, especially with the Faculty Assessment of Studio Programs for Graduating Seniors form. In making

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changes to the form, and efforts from the assessment committee to show the importance of this tool, the percentage of faculty involved grew from around 40% to 60% participation to close to 100% participation during the spring and fall semesters of 2006, and again in 2007. Participation increased to 100% with the institution of the online survey in 2008 & 2009.

2. The Faculty was informed of the data collected through email, and a dialogue about the findings was initiated. The department head was informed of the findings prior to the email.

3. The Faculty, through both the findings of the Faculty Assessment of Studio Programs for Graduating Seniors form and observations make decisions about the program through parliamentary procedures. Currently no recommendations or changes to the program have been made.

4. The number of faculty involved in specific assessment activities ranges from below half to all. There are two committees set up specifically for assessment issues in the BA Studio Art Program: BA Studio Art Assessment committee and the BA Studio Art Secondary Track Committee. All committees report to the faculty during scheduled faculty meetings where issues are discussed and resolved as a faculty body.

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Faculty Assessment of Studio Programs for Graduating Seniors Department of Art, University of Arkansas at Little Rock					
Student's Name: _____ Faculty Member's Name: _____ Studio Emphasis: _____ Semester: _____ Date: _____					
After attending this student's gallery talk or examining the student's senior exhibit, the following responses represent my assessment of the studio program which contributed to the development of this artist, as well as my assessment of the effectiveness by which the student completed expectations defined by the BA Studio Art degree program.					
Place only the numerical score from the rubric in the score blank for each category. EX: Score: 4	Superior = 5 Student's work demonstrates an outstanding level of knowledge or usage of.	Good = 4 Student's work demonstrates a more than adequate level of knowledge or usage of.	Adequate = 3 Student's work demonstrates a general level of knowledge or usage of.	Mediocre = 2 Student's work demonstrates a moderate to minimal level of knowledge or usage of.	Inadequate = 1 Student's work demonstrates a minimal to no level of knowledge or usage of.
<ul style="list-style-type: none"> • As pertinent to the studio emphasis, student's work demonstrates a knowledge of visual elements (line, shape, value, texture, and color). 	Score: _____ <i>Strengths and weaknesses:</i>				
<ul style="list-style-type: none"> • As pertinent to the studio emphasis, student's work demonstrates a knowledge of design principles (repetition, contrast, balance, movement, emphasis, economy, unity). 	Score: _____ <i>Strengths and weaknesses:</i>				
<ul style="list-style-type: none"> • As pertinent to the studio emphasis, student's work demonstrates knowledge of conceptual and creative processes. 	Score: _____ <i>Strengths and weaknesses:</i>				
<ul style="list-style-type: none"> • As pertinent to the studio emphasis, student's work forms a coherent body, and demonstrates the development of a personal identity. 	Score: _____ <i>Strengths and weaknesses:</i>				
<ul style="list-style-type: none"> • As pertinent to the studio emphasis, student's work exhibits a quality presentation. 	Score: _____ <i>Strengths and weaknesses:</i>				
<ul style="list-style-type: none"> • As pertinent to the studio emphasis, student's work exhibits a level of craftsmanship. 	Score: _____ <i>Strengths and weaknesses:</i>				

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• As pertinent to the studio emphasis, student's written statement and/or gallery talk demonstrate a command of language associated with the visual arts, and an understanding of one's place within an art historical context.

Score: _____

Strengths and weaknesses:

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2006-2009 Faculty Assessment of Graduating Seniors

Semester / Year	Design Elements	Design Principles	Concept / Creativity	Coherent Body/Personal Identity	Quality of Presentation	Craftsmanship	Artist Statement/ Talk	Semester Average
Spring 2006	4.2	4.2	4.2	4.2	4.3	4.3	3.8	4.17142857
Fall 2006	3.94	3.75	3.68	4.07	4.15	4.16	3.39	3.87714286
Spring 2007	3.73	3.64	3.58	3.6	3.76	3.67	3.31	3.61285714
Fall 2007	3.97	3.97	3.95	3.93	4.01	4.1	3.41	3.90571429
Spring 2008	4.23	4.25	4.29	4.04	4.06	4.23	3.81	4.13
Fall 2008	4.28	4.26	4.38	4.03	4.23	4.35	4.45	4.28285714
Spring 2009	4.1	4.07	3.99	4.02	4.2	4.26	3.74	4.05428571
Fall 2009	4.07	4.14	4.07	4.04	3.87	4.03	3.99	4.03
4 year Average	4.065	4.035	4.0175	3.99125	4.0725	4.1375	3.7375	4.00803571

Superior = 5
Student's work demonstrates an outstanding level of knowledge or usage of.

Good = 4
Student's work demonstrates a more than adequate level of knowledge or usage of.

Adequate = 3
Student's work demonstrates a general level of knowledge or usage of.

Mediocre = 2
Student's work demonstrates a moderate to minimal level of knowledge or usage of.

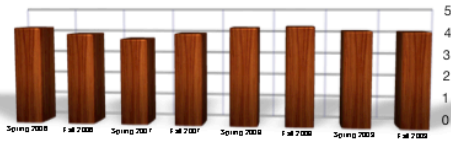
Inadequate = 1
Student's work demonstrates a minimal to no level of knowledge or usage of.

Data was collected and averaged from the Faculty Assessment of Graduating Seniors form that faculty submitted during the Senior Shows. In the comparison of 8 semesters of this assessment data, there was very slight fluctuation in the averages with only one exception, Fall 2007 to Spring 2008.

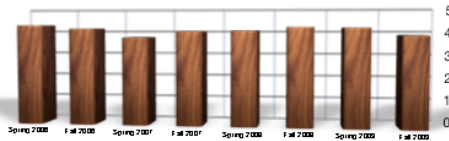
We have a significant rise in 5 categories from Fall 2007 to Spring 08. During the Spring of 08 is when we started having students present their work in the lecture hall rather than in the gallery. So it was nice to actually see a change make a difference in the Artist Statement/Talk area. This change might have additionally had an impact on the rest of the assessment areas as well. The rise in the Artist Statement/Talk area from SP08 to FL08 is due to number of graduates. FL08 only had 3 graduating seniors.

With an overall average of 4.008 - which is a ranking of "Good" - it is recommended that no significant curriculum changes be made at this time.

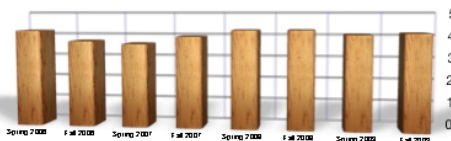
Design Elements



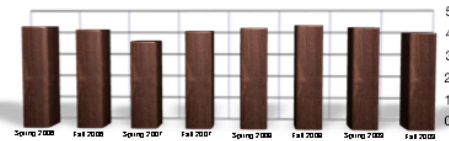
Quality of Presentation



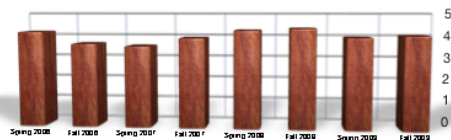
Design Principles



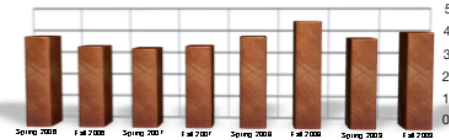
Craftsmanship



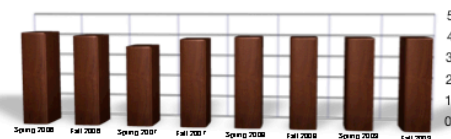
Concept & Creativity



Artist Statement/Talk



Coherent Body/Personal Identity



4 Year Averages of Assessed Objectives

