Undergraduate Degree Program Assessment Plan Cover Sheet (rev. 09):

UNIVERSITY OF ARKANSAS AT LITTLE ROCK

Degree Program: BA in Art Studio
Department and College: Art/CALS
Degree type (AA, AS, BA, BS, BBA, BSE, BSW): BA
Prepared by: Aj Smith

Submitted to College Assessment Committee on
Approved on

Submitted to Provost Assessment Advisory Group on
Approved on

Respond to all four questions, following the Degree Program Assessment Plan Form Instructions. Attach additional pages as needed.

1. What are your student learning goals for this degree program? Include which core competencies are addressed by these goals where applicable (see list at http://www.ualr.edu/provost/assessment/competencies.shtml).

1. Develop the basic skills necessary to understand and execute a visual work of art. Demonstrate an understanding of the Elements of Art and Principles of Design required for its conception and execution.
   (Core: Aesthetic Experience, Historical Consciousness, Critical Thinking)

2. Develop an understanding of the historical antecedents in the visual arts.
   (Core: Aesthetic Experience, Historical Consciousness, International Awareness)

3. Develop vocabulary necessary to discuss particular art media and method explored.
   Develop analytical skills essential to discuss (verbally and in writing) works of art. (Core: Aesthetic Experience, Critical Thinking, Information Technology, Verbal Literacy, Mathematics, Philosophy and Methods of Science, Social and Cultural Awareness)

4. Develop fundamental skill level in selected 2-dimensional media (drawing, graphic design, painting, illustration, photography, printmaking) and selected 3-dimensional media (ceramic, crafts, furniture design, metal smithing/jewelry, sculpture).
   (Core: Aesthetic Experience, Critical Thinking, Information Technology, Verbal Literacy, Mathematics, Philosophy and Methods of Science, Social and Cultural Awareness)

2. What are your learning objectives or outcomes associated with each student learning goal?
1. Identify and analyze visual Elements (line, shape, value, texture, color) and Design Principles (repetition, contrast, balance, movement, emphasis, economy, unity) in the student's own works and in the works of professional artists, past and present. (Goals 1, 2, and 3)

2. Effectively utilize visual Elements and Design Principles in their own creative activity. (Goals 1, 2, 3 and 4)

3. Employ the basic technical skills necessary to execute works at the Pre-requisite level drawing (Basic and Figure) and design (2D, 3D, Computer Applications in Art). Skills for the drawing classes include, but are not limited to, the use of line, shape, and chiaroscuro to represent forms. Skills for design classes include, but are not limited to, compositions that exhibit Design Principles to include contrast and balance. (Goals 1 and 3)

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 foundational skills necessary to execute works in selected 2-dimensional media (drawing, graphic design, painting, photography, illustration, printmaking) and 3-dimensional media (ceramics, crafts, furniture design, metals/jewelry, sculpture). These courses are “gateway” or prerequisite level courses for distinct studio media. Skill sets vary from one media to another. For example, students develop the entry or foundational level skills for working in acrylic or oil paint, or they learn the entry level skills in additive (e.g., clay) and subtractive (e.g. stone) sculpture processes. (Goal 4).

Note: the Goals and Outcomes delineated here are expected to serve the assessment needs of the BA in Art/ studio track in particular and the art education track in general. Requirements unique to the art education track will be addressed by the art educator.
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3. Where will the objectives be addressed in your program? In which courses and through which activities will they be assessed? (Attach Curriculum Assessment Map.)

Note: See attached Curriculum Assessment Map: BA in Art/Studio Art and Art Education Degree Program Assessment (not the template included in this form) that relates to the five studio courses that are common to both the studio art and the art education track students (Studio Pre-requisite courses). The assessment methods for Foundation Courses, those that provide students with foundational skills in the various 2-dimensionsl and 3-dimensional media identified in Goal 4 and Outcome 5, are still under development. The Foundation Courses are "gateway" courses to a particular studio medium, i.e. painting, ceramics, sculpture, etc. As assessment methods are developed for the Foundation level courses, the Curriculum Map will be revised.

4. How will you assess each objective? (a) Methods; b) Design; c) Assessment cycle; d) Stakeholder involvement.)

There are no national set of standards and assessment of creative projects can have a degree of subjectivity, but are within recognized professional expectations. Art faculty strive to assess students' creative projects with a high level of integrity, reliability, and validity. It is also our charge to conduct assessments that solely benefit the program and our students; thus, our assessments may diverge from other models within the college or university.

Project Design: All studio art majors must complete the 15-hour studio Pre-requisite Courses before enrolling in classes above the 2000 level. Pre-requisite Program Courses are: ARST 1310 Basic Drawing, ARST 1315 Two-Dimensional Design, ARST 2310 Figure Drawing, ARST 2315 Three-Dimensional Design, ARST 2318 Computer Applications in Arts. The common courses will be the focus of the initial cycles of the assessment reports, 2014-2015. Once the assessment methods for the Foundation level courses are fully realized, assessment report cycles will focus on these courses.

Portfolios will be primarily used to assess learning objectives 1, 2 and 3. A random selection of around 25-50% (depending on enrollment and number of sections offered) of the portfolios from the Pre-requisite courses will be collected at the end of the fall and spring semester. The Assessment Committee is considering the efficacy of creating a digital archive of the materials. The Committee is considering a common rubric while looking for specific skills, knowledge, and application of objectives. Therefore, different types of assignments from multiple sections of courses should not be factor. It may be possible to develop a pre/post test to evaluate knowledge of Art Elements and Principles of Design as well as art historical antecedents. These methods continue to be under development at the writing of this report.

Assessment cycle: The calendar year will be the focus of the assessment report. Different objectives will be assessed in two-year cycles that alternate with two-year cycles of the art history track. The first assessment report cycle for the studio art track was planned to occur in 2014-2015. Recent administrative changes in the Art
Department (a new Department Head took office) could necessitate a change in the planned cycle.

Faculty and Stakeholder Involvement: All full-time art faculty discuss the assessment plan and suggest ways to improve it. A studio faculty will convene to evaluate student work, interpret the data, plan future assessment activities, and develop ways to use assessment data. In early fall term, the results of the previous assessment cycle and evaluation by the college panel are reported and discussed with the entire art faculty at a department meeting. Each assessment committee in the department provides update reports at faculty meetings throughout the year. Annual assessment reports are published on the UALR Office of the Provost web site.
**Curriculum Assessment Map: Degree Program Assessment**

(NOTE: This is a template only. You may delete columns, change the format to landscape, or otherwise modify the layout as best fits your needs. However, the final map must include all goals and objectives, in which courses they will be addressed and how they will be assessed. Attach additional pages as needed.)

<table>
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**Please Explain “Other”**

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