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Spring 2011

### Studio Art Discipline Assessment Plan 2010/2011

Studio Art Discipline

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## STUDIO ART DISCIPLINE ASSESSMENT PLAN 2010-11:

### Learning Objectives for Majors:

1. Students will be introduced to the technical skills necessary to activities in the visual arts; this includes materials, techniques, the safe use of tools, and the safe disposal of waste.
2. Students will be introduced to the concepts necessary to activities in the visual arts; this includes the formal elements of art, as well as learning to think independently, understanding the historical and contemporary development of art and their place in it, the relationship of art to self, culture, and society, and to question and examine everything with a critical eye.
3. Students will be introduced to verbal / communication skills necessary to activities in the visual arts; this includes the ability to talk clearly and thoughtfully about their own art as well as the art of others.
4. Students will be introduced to the major traditions of art and the place of visual arts in our culture.

### Direct Measures:

Assessment Questions: The first four questions of the Portfolio Review form specifically address assessment of the discipline within the 4 learning objectives for the major listed above. Data will be gathered twice a year – fall semester during Senior Portfolio Review and again in the spring during the Second Year Portfolio Review. Faculty members will be asked to assess the discipline's success in the four areas as demonstrated in each student's work being reviewed. Studio Art and Art History faculty will be asked to what extent the student, and / or artwork, demonstrates the fulfillment of each objective. Data will be reported and reviewed May '11 by the discipline for action.

Second Year and Senior Portfolio Reviews: Student artwork will be evaluated by the Studio Art and Art History faculty first during the spring semester of their second year, and then again the fall semester of their senior year. Students will present their artwork and a written artist statement to the faculty committee -- discussing their process for creating the work, their formal and aesthetic considerations as well as conceptual interests.

Following the review session, participating faculty will each complete a form rating the student's performance on a scale from 1 to 10 in the following areas:

#### A. Formal Concerns:

Student demonstrates an understanding of the elements of art and the principles of design.

Student's drawings represent a level of skill appropriate to the student's experience.

#### B. Technical Concerns:

Student can identify / describe the materials and technical processes involved in creating their work.

Student is completing the quantity of work expected for their level of experience.

Student is completing work at the quality expected for their level of technical experience.

Student demonstrates an understanding of the importance of

presentation & craftsmanship. This should include at least 3 pieces of their choice (representing more than one media), completed to a level of finish and refinement expected for the student's level of experience.

### C. Conceptual & Communication Skills:

Student is able to discuss the conceptual basis of their work and communicate the ideas that they are exploring.

Student demonstrates an understanding of how their work relates to a broader context and is able to articulate the relationship, referring to cultural, art historical and / or personal influences.

Evaluate student's written statement. Artist's statement describes the formal, technical and conceptual foundations of the student's work. (A copy is retained for discipline archive)

These measures will assess the fulfillment of learning objectives 1 – 4. A report will be prepared and given to each student. One copy will be retained for the discipline archive. Discipline faculty will meet to review data for the year in May '11.

Senior Thesis Project: Capstone faculty will share student progress with the discipline annually. Based on our assessment meeting of spring 2010 we plan the following changes:

- Scheduling – Rather than a single day of reviews, we plan to conduct multiple individual reviews over the course of several evenings during the last week of classes.
- Venue – We plan to conduct the reviews in the HFA gallery.
- Scoring – Prof. Eble will be looking into what is involved with setting up an online compilation system for the review scores.
- Review Committee – All Studio Art faculty plan to participate in each senior and are willing to accommodate early evening or Saturday scheduling in order to make this happen as efficiently as possible.
- Art History – We will meet with the Art History faculty regarding their future involvement in the process.

### Course Review:

Fall 10 - Basic Studio Sequence I (Drawing I, 2-D design, Discussion I) The faculty will review and discuss samples of student work from the courses in order to assess output relative to the course and discipline objectives.

Spring 11 - Basic Studio Sequence I (Drawing II, 3-D design, Discussion II) The faculty will review and discuss samples of student work from the courses in order to assess output relative to the course and discipline objectives.

Scheduling: In order to accommodate greater diversity within the discipline's major media offerings, and to avoid conflicting schedules within these varied options, the discipline has agreed to proceed with Monday – Friday scheduling. Prof. Larson has constructed a 5-year rotation schedule that will begin the 2010-1 academic year.