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Spring 2015

### Studio Art Discipline Assessment Report 2014/2015

Studio Art Discipline

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## STUDIO ART DISCIPLINE ASSESSMENT REPORT 2014 – 15:

### 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: Four questions within the Portfolio Review form specifically address assessment of the discipline within the 4 learning objectives for the major listed above (see attached Review form). Data were gathered twice last year – fall semester during Senior Portfolio Review and again in the spring during the Second Year Portfolio Review. Faculty members were asked to assess the discipline's success in the four areas as demonstrated by the student's work being reviewed. Studio Art faculty were asked to what extent the student and / or artwork, demonstrates the fulfillment of each objective. Data were reported and reviewed by the discipline for action during the spring assessment meeting.

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

Following the review session, participating faculty each completed 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.

These measures assessed the learning objectives 1 – 4 listed above.

#### **Assessment Plan:**

Members of the Studio Art discipline met in May '14. We discussed the student exhibitions and the reviews for the year. While the discipline was generally pleased with both rounds of reviews and the overall quality of the work produced for the year those not utilizing their assigned mentor were underprepared. The faculty agreed this should be a requirement moving forward. Another concern that arose during this conversation revolved around the disparity in digital skills across our majors. While some students focus entirely on digital imagery, others lack the ability to do simple scanning.

In response, we decided to focus on different ways to introduce basic digital skills across the curriculum during the 2014-15 academic year. By doing so we hoped to increase the use of various digital applications as tools within the creative process and to foster general interest in digital processes as a medium, as well as to improve our student's ability to submit entries for the juried student show.

#### **Assessment Report:**

We made the following changes last year:

- Basic scanning, sizing and image manipulation was added to the 2D design course.
- Photoshop demonstrations and two digital drawing projects were incorporated into the Basic Studio Drawing II class.
- Photoshop demonstrations were included to the Printmaking Studio II and Media Studies: Printmaking courses for integration in screenprinting and lithographic processes.
- Prof. Larson and Otten collaborated on demonstrations for the Fabric as Form class that included digital manipulation of images for use with photo-based screenprinting onto fabric.
- Prof. Wahl oversaw a MAP with weekly drop in hours to assist students with any digital concerns.

As a result, we saw a number of improvements. There were a greater number of first year students submitting entries for the 2015 juried student show. A number of the pieces included in the show were also digital drawing projects completed by Basic Studio students and several of the purchase awards also went to students that incorporated digital skills into their creative process to varying degrees. Additionally, the number of students working with photo-based imagery into their printmaking work has increased substantially from previous years.

We plan to continue these efforts next year and to build on them by introducing first year students to matting techniques. We believe this will not only improve participation in the spring student exhibition but also streamline the preparations for student reviews while reinforcing professional presentation skills throughout their experience at UMM. To do so, basic matting will be incorporated in 2D Design and Printmaking courses.

**2nd Year Reviews 2015  
(12 students)**

Students	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	Average
Question #1	7.6	9	8.8	8.2	6.4	8.4	7.8	8	6.4	7.2	7.4	8	7.8
Question #2	7.2	8.2	8.8	8.8	6.4	9	7.6	8.4	7	6.8	7.4	8.4	7.8
Question #3	7.8	8.2	9.4	8.6	7	8.4	8	7.4	7	7	7.4	8.2	7.9
Question #4	7	8	8.4	8.4	5.6	8.4	7.4	8	6.6	7	7.4	8.2	7.5

**Senior Review 2014  
(12 Students)**

Students	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	Average
Question #1	8	7.6	8.4	8.4	8.4	8	8.2	8.4	7.8	9.4	9	9	8.4
Question #2	7.4	6.2	8.2	8.2	7.8	7	8.6	8.6	7.5	9.4	9.5	9.6	8.2
Question #3	7.6	7	7.2	8.2	7.6	7.2	8.8	8.6	7.5	8.8	9	9	8
Question #4	6.8	6.6	8.2	7.8	7.2	7.4	8.4	8	7.3	8.6	9.3	8.4	7.8