

Department of Art and Art History Assessment Report 2005

A. Undergraduate Assessment by Degree/Certificate Program

The Department of Art and Art History averages 475 undergraduate majors and 45 graduate students. Numbers for F04 show 469 undergraduates and 32 graduates for a total of 506 majors served by a faculty of about 24 who are supplemented by lecturers. Moreover, the Department services many more students who take occasional classes as they related to diverse fields as Asian Studies, Education, History and Performing Arts. Percentages and numbers given in this report refer only to majors and use F04 numbers.

The Department offers specializations in art history, and nine studio foci: ceramics, fiber, glass, sculpture, graphic design, intermedia, painting/drawing, photography/animation and printmaking.

1. Detail Student Learning Outcomes (SLO) for each degree/certificate.

BA in Art with Art History concentration

- 1) To provide students with a broad grasp of the history of art within cultural contexts and a more specialized knowledge of certain periods, cultures, or issues.
- 2) To develop the ability to do research and critical thinking about art historical issues, methodologies, and theories.
- 3) To encourage hands on experience in museums and galleries.
- 4) To prepare students for graduate school and art related work.

BA in Art with Studio concentration

- 1) To develop fundamental skills and concepts relative to the practice of art.
- 2) To develop an understanding and appreciation of the tradition which formed our present approach to the visual arts.
- 3) To develop the ability to analyze the merits of art works and establish a personal sense of aesthetic judgment and standards applicable to the broad range of human art.
- 4) To develop specific skills and knowledge of a medium(s) to be utilized as a means of visual communication and self expression
- 5) To encourage the development of new approaches to and philosophies of art as well as the understanding of traditional modes and paradigms.

BFA in Studio Art

Student must develop the 5 aspects listed above in the studio concentration and must clearly provide evidence that demonstrates the ability to:

- 1) apply technical skill and theory
- 2) express ideas through their chosen medium
- 3) engage in academic research in topics pertinent to art
- 4) grasp a basic understanding of art history

Minor in Art

1) Learn to integrate skills, techniques and theories in working out solutions to practical problems in studio and/or art history

2. Where are SLOs published?

The SLOs for Minors, BFA and Bas in Studio and Art History are published on the advising sheets that each student receives every semester. They will be posted on our web site (a new one is under construction).

3. How do SLOs map curriculum?

The Departmental Advisory Committee, composed of program chairs from each of the ten areas and the Departmental Chairperson, identify common problems across programs and in the case of curricular matters refer the issues for review and recommendations to the Curriculum Committee of the Department. For example, BFA exhibition experience convinced faculty that students need more direct training in professional practices. The Curriculum committee recommended the development of such a course, now on the books. The Advisory Committee suggested that we increase art courses that also fill general education requirements. As a result of this recommendation, the Curriculum Committee revised the introductory art history courses and made them fit the global focus (and reduced four introductory courses to two to assist in graduation rates).

4 & 5. What specific methodologies were used to collect data? What population?

To assess SLOs, the Department uses a variety of methods at various times within the academic career of the student.

1) Required Undergraduate Advising. The Department places holds on the registration of every major/minor each semester. The hold is removed only after the student consults with an assigned faculty/advisor to evaluate the process toward graduation and recommend the courses needed. The advisor and advisee maintain written records of these sessions. Thus we insure that every major/minor receives specific advising at least once a semester. Additionally the Associate Chair reviews the written records of the advisor/advisee meeting, meets with any student requesting additional advising, evaluates transfer equivalencies, and keeps track of progress to graduation. While the point is not to specifically assess SLO, the regular and required advising sessions result in a body of information about difficulties and deficiencies in the desired progress toward SLO.

2) Grades. Art courses for majors and minors cannot be Cr/Nc and majors/minors must receive a “C” or better to have the course count toward the degree. BFA students must maintain “B” average. Grades cover all students taught.

3) CAFÉ Evaluations. All students in every class (undergraduate and graduate) fill out a CAFÉ course evaluation. One of the uses of these courses is to check

commonality of coverage in courses with multiple sections. This helps insure that students receive the necessary information and techniques expected of a course despite the variety of teaching styles and diversity of instructors.

4) CAFÉ Evaluations. CAFÉ Evaluations are also used to indicate teaching effectiveness. SLOs cannot be achieved without effective and appropriate teaching.

5) BFA Portfolio Review. All BA students wishing to receive a BFA (approximately 45-55 each year) must pass a portfolio review which takes place after completion of a set number of prerequisites (listed in the catalog). BFA students amount to about 10% of all undergraduate majors. Students usually have, at minimum, junior year standing at the time of portfolio review. The portfolio is reviewed and discussed by a faculty committee and is passed only if the portfolio of creative work and academic record demonstrate the successful achievement of SLOs listed above under the BFA SLO.

6) BFA Exhibition/Capstone course. Each year graduating BFA students are invited to participate in an exhibition that they organize and mount to showcase their art and skills in all areas, including the production of catalogs and artists' statements. The preparation involves enrolling in the capstone courses in which the preparations for the exhibition are discussed and executed. The exhibition is a public one and is reviewed by the newspapers and others. It is a clear demonstration of the quality of student work. Class size is about 20-30 students in spring semester.

7) Class Exhibitions. Each semester many classes mount student work in the student gallery and this provides an opportunity for assessment and feedback by faculty beyond the individual teacher. Number of courses that exhibit each year varies.

8) Student Awards. The Department sponsors an annual award ceremony in which an outstanding student is selected from each of the ten program areas. The process involves assessment and discussion of the progress and work of each of the candidates nominated and selected by faculty.

5. How were assessment results used?

1) Required Undergraduate Advising is used to monitor and adjust progress to graduation. Based upon faculty experience with this, we devise advising sheets, lists of most frequently asked questions, and we also use advising to determine patterns of problems. E.g. we found we had a course required for all majors as a WI course which was slowing graduation rates and we removed that course from our WI list so that we could handle more students in each section. We also learned that students want more art courses that meet double requirements. Thus we now have our introductory art history courses meeting the global focus requirement, some new WI courses and are developing studio courses that also meet the oral intensive requirement. In other words, advising leads to changes in degree requirements and kinds of courses offered.

2) **Grades** are used to assess performance in specific courses and measure the acquisition of skills through papers, tests, critiques, journals, and oral presentations.

3 and 4)) **CAFÉ evaluations** are used to adjust course content across sections (when problems arise the curriculum committee reviews issues and makes recommendations—as it did last year when 201 was made an elective rather than required part of the art core). We also found that most students were particularly appreciative of courses that introduced theoretical issues and this influenced the priority of hires. CAFÉ evaluations are also used to assist in personnel decisions such as the hiring of lecturers and promotion and tenure judgments. They are particularly useful when we have 4-5 years of evaluations for a particular individual so that we can see if a pattern of problems emerge. The CAFÉ Forms are retained for semester by semester review and summaries are maintained in a central location for quick review.

5) **BFA portfolio review** determines admission into the BFA degree program.

6) **BFA Exhibition/Capstone course** assesses the maturity and independence of students in producing a body of work for public exhibition along with the professional kinds of skills required in mounting an exhibition.

7) **Class exhibitions** allow greater numbers of faculty to see, discuss and judge student work. It has also had an indirect impact on the evaluation of faculty.

8) **Student awards** makes public to others which students we believe excel and provide models of students who achieve our SLO goals.

In general assessment feedback has produced pedagogy changes, administrative changes, change in degree requirements and development of new courses.

6. General Education Assessment within Major

We do not target assessment of General Education courses in our Department. Art 175 & 176 “Survey of Global” was developed to meet the requirements for general education. However, every faculty member who teaches these courses believes that the course has been weakened from a pedagogical point of view in order to meet General Education requirements. Specifically, we used to have an Intro to western art and an Intro to Non Western art that we believe served the students better in terms of continuity and organization of materials. Finally many believe that requiring courses that promote cross cultural understandings is essential, but allowing only those with Hawaiian component to qualify is provincial. To train students for this century, African cultures, Asian cultures, Hispanic cultures and so forth are all important. In short, any course that involves comparisons and contrasts of cultures should meet requirement for cross cultural understanding.

GRADUATE ASSESSMENT BY DEGREE PROGRAM

The Department of Art and Art History confers an MFA in studio arts (requires 3 years) and an MA in Asian and Pacific Art History (requires 2 years). Generally there are about 45 graduate students each year though the number has ranged from 30-50. The assessment population is the current graduate student population.

1. Detail SLOs for Each Degree

MFA degree is terminal degree in studio arts and SLOs include:

- 1) To perform creative research that is experimental, expansive and divergent in order to extend one's information base
- 2) To resolve and refine issues of one's own creative research in order to exhibit mature and unique works and to be able to discuss and write about those works in both a personal and broader context.

MA degree in Asian and Pacific Art History has the following SLOs

- 1) To understand the significant forms and issues in the arts of Asia and/or the Pacific within their cultural and historical contexts.
- 2) To be able to teach at the community college or high school level or enter a Ph.D. program.
- 3) To understand and be able to apply a variety of art history methodologies
- 4) To successfully research and add to knowledge about Asian/Pacific arts

2. Where are SLOs published?

SLOs for MFA and MAs are discussed and listed in graduate seminar classes and form basis for admission to candidacy exams and reviews. However they are not always published and do not appear on the departmental web site.

3. Explain how SLOs map onto curriculum?

In order to be offered, every course proposal must explain to the program and to the Dept. wide curriculum committee how it meets or advances SLOs of the degree program.

4. What population is covered in assessment?

Assessment is conducted on currently enrolled graduate students.

5. Describe all assessment events/devices.

1) Initial Screening for Admission MFA/MA

Students applying to the program must submit academic transcripts and records, explain what they want to do in the graduate program and submit a

minimum of 20 examples of their work if in studio and a sample research paper if in art history. All faculty review the applications and the faculty of the program select students to recommend for admission. The programs present their recommendations for discussion and review to the entire faculty who make the final decision for admission into the program.

2) MFA Grad Student Semester Reviews

Every MFA student must undergo a review of his works by a committee of at least 3 faculty each semester. Each student must write a statement about his work and goals and each faculty discusses the works with the students and then writes a critique that is shared with the student. The reviewers seek evidence of the following: a) substantive progress since the last review, b) ability to express verbally the ideas expressed in the student's studio work, c) ability to link one's work to theoretical bases and d) advances in technical skills.

3) MA/MFA Graduate Exam for Admission to Candidacy

The Art History Graduate Exam is used for all art history graduate students in their 2nd or 3rd semester. The written exam tests for basic knowledge of non western art history and ability to synthesize material appropriate to their field. It is used for advising on courses and admission to candidacy. Similarly the graduate exam for MFA students tests for basic knowledge and determines advancement to candidacy. Failure results in remedial classes and a second chance to take the test. A second failure prevents admission to candidacy.

4) MA/MFA Grad. Division Forms

The general procedure overseen by Graduate Division requires all grad students to seek permission to form a graduate/thesis committee who approves their topics of research/exhibition and reviews and critiques their final thesis or project. Each of these meetings involves assessment of the individual's progress in SLOs .

5) MFA Thesis/ MA Thesis or Major Paper

The MFA thesis involves writing a paper that describes and explains one's studio work and an exhibition of a major body of work. This critique of the exhibition extends beyond the thesis committee and all faculty as well as other students are invited to critique the work. The MA thesis or Major paper for the non-thesis B plan also requires a formal review and critique by a thesis committee who exams the work for strong methodology, new insights and information and sophistication of presentation.

6) Assessment in the Classroom

Class critiques, oral and written presentation are standard devices by which each professor assesses a student's work and achievements. In art history, oral presentations that help prepare students for instructional work and research papers that prepare the student for further graduate study are the main assessment

devices. In studio arts faculty use the critiques and discussions as well as insights and discussions by visiting artists to assess the student's achievements.

7. What Attempts are Made to Monitor post-graduate professional activities?

The Department has neither the time nor resources to do this. However, in the revamped web page, we are adding an alumni section through which we hope to begin to contact alumni and maintain ties that will allow us to assess professional activities of our graduates.

CHART
CHIEF ASSESSMENT ACTIVITIES OF THE DEPT. of ART & ART HISTORY

Assessment Measures	Focus of Assessment	Population	Schedule of Assessment	Use of Results
Required Advising	Recomm. Of courses Progress toward Grad.	All undergrads.	Each semester	Curriculum adjustments Monitoring st. progress
Class Eval. (CAFÉ)	Teacher Effectiveness	All Students All courses	Each semester	Personnel actions
Class Eval. (CAFÉ)	Commonality of Content across multiple sections of single course	All courses	Each semester	Curriculum adjustments
Grades	Achievement in Specific areas	All students	Each semester	Advancement in program
Undergrad. Portfolio review	Review SLOs progress	All BFA students	Junior Yr.	Admission to BFA or assignment of remedial work
BFA Exhibition	Demonstration of successful SLOs	Majority of BFA students	Senior Yr.	To assess level of grad. class across yrs.
Initial Screening	Level of ability of incoming grads.	All grad. Students	Prior to entry	Admission into Program
Grad. St. Reviews	Assess studio st. SLO progress	All MFA st.	Each semester	Decision re: assignment of coursework
Grad Exam	Quality of basic Grad. level knowledge	All MA/MFA students	2nd or 3rd semester	Determines admission to candidacy and necessary coursework
Grad forms	Assess progress To degree	All MA/MFA	each semester	Recommendations re: course & topics of study
Grades	Achievement in specific fields	All MA/MFA	each semester	Monitor progress Advise on courses
Thesis Exam/Exhib.	Achievement of SLOs	All MA/MFA	Final semester	Graduation