



2008-2009 Assessment Plan Report

PROGRAM ASSESSMENT REPORT AY 2008-2009

Report Date:

School/College: College of Arts and Sciences

Department/Program: Department of Art + Architecture

Person completing the Report: Assistant Professor Stuart McKee

1. **Overview Statement:** Briefly summarize the assessment activities that were undertaken this academic year, indicating:
 - a. which program learning outcomes were assessed this year.

See the attached document “DesignProgram.CurriculumMap,” which details the courses that we assessed this year (Visual Communication), and also indicates which courses we will assess in the future on a semester-by-semester basis.

- b. who in your department/program was involved in the assessment of the above learning outcomes

Assistant Professors Stuart McKee and Rachel Beth Egenhoefer

2. Please Answer the Following Questions for Each of the Student Outcomes Assessed:

a. What did you do?

Describe clearly and concisely how you assessed the learning outcomes that were evaluated this year (e.g., measures, research methods, etc.). [please use bullet points to answer this question]

We assessed each of our learning outcomes using the same methodology. To begin, we gathered together the materials that pertained to the project work that we were assessing. In the case of the Visual Communication courses, this included project plans and sketches, annotated bibliographies, research-supported student texts, and final presentation printouts. We then reviewed these materials to determine which of the achievement levels pertained to each student’s successes in meeting the project goals and outcomes. We documented each assessment by printing a single set of rubrics, identifying each set of rubrics with the name of a student, and marking the level of accomplishment that the student in question had achieved with a “X” next to that rubric.



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b. What did the faculty in the department or program learn?

Summarize your findings and conclusions as a result of the assessment indicating strengths and weaknesses in student learning demonstrated by this assessment.

In this respect, there were no surprises. The process of assessment demonstrated that we receive a wide variety of achievement levels when assessing the same projects. In our first year of assessment, we happened to have a larger number of students who rated “good achievement” of the outcomes, and a smaller percentage at either side of those students who rated “average achievement” or “very good achievement.”

c. What will be done differently as a result of what was learned?

Discuss how courses and/or curricula will be changed to improve student learning as a result of the assessment. Include a discussion of how the faculty will help students overcome their weaknesses and improve their strengths.

I believe that our assessment reflects consistency with the standards of success for a typical college-level art course. We have, however, learned much from the assessment process that can apply to providing our students with clear information regarding course-by-course grading standards. We have learned that students benefit greatly when they receive concise and **personalized** criteria for the grading of each of their projects at a timely interval in advance of the final grading. This approach allows the students to assess the ways in which their personal work on a given project, up to that point in time, can apply to, or work better towards, the goal of receiving a “very good achievement” rating as a final outcome.

3. Attach a copy of the components of the department/program assessment plan that have been modified since its initial submission:

- a. Program Mission
- b. Program Learning Goals
- c. Program Learning Outcomes
- d. Program Learning Rubrics aligned with outcomes
- e. Curriculum map that shows the courses that pertain to the outcome

These materials have not been modified since the original submission.

Please return to: Provost Office by June 1, 2009

You can send your replies as either a Word attachment (to: marin@usfca.edu) or as a hard copy to: Provost Office, Lone Mountain Rossi Wing 4th floor.

If you have any questions, please contact: William Murry, Director of Institutional Assessment (wmurry@usfca.edu or x5486).

Design Program: Curriculum Map
University of San Francisco

Key
I = Introduced with minimal coverage
M = Moderate Coverage
C = Comprehensive Coverage

Note: Courses left blank below indicate courses that will not serve as part of the formal accreditation process
F08, F09 = Assessment will begin during the fall semester of 2008, or the fall semester of 2009, etc.

Goals and Outcomes	Courses										
	101 SWAH	115 DMLI	120 SS	155 VC	205 T	255 PD	275 DMLII	DL 315	487 AC	SDP 415	
1. Students will gain solid historical knowledge of the objects of art and principal artists of all major periods, and their associated theories, analysis and criticism. This includes a broad understanding of the cultural diversity of art movements from prehistoric times through contemporary culture, both locally and globally.											
a. Identify sources and tools for art historical research and produce formal analytic written papers or projects.	M			M F08							
b. Evaluate, compare and criticize different forms of art, architecture, and design representing diverse social, cultural, religious, and aesthetic contexts, in visual, written, and oral formats.	I				M F09						
2. Students will gain an understanding of basic visual principles, concepts, media, and formats in the various fine art disciplines, and the ability to apply them to meet a specific objective. This includes an ability to think critically and propose creative solutions to aesthetic problems.											
a. Develop and practice skills, techniques and processes to make original project work in two-dimensional and/or three-dimensional formats.			C	C F08	C F09						
b. Create finished works of art, grounded in personal expression, that demonstrate knowledge of historic and contemporary principles of composition, form, style, and technique.					C F09		C F10				
3. Students will gain a deep appreciation and knowledge of how to use their skills to work with diverse communities both locally and globally to create social change. This includes the acquisition of professional skills that will serve them as post-graduate students, professional practitioners, educators, and community leaders.											
a. Express understanding through written, oral, and visual reflection of the role that art has played and can play in encouraging positive social change.	I							C		M S10	
b. Propose and produce a meaningful service-learning project for a local non-profit cultural organization, gallery, or socially engaged group, with active participation and leadership in addressing both organizational and civic concerns.									C		
4. Students will gain knowledge and skills in the use of basic tools, technologies, and processes sufficient to conduct advanced research or project work. This includes the mastery of bibliographic research and understanding of the digital tools and processes necessary to develop that research.											
a. Identify appropriate research-related resources to produce a final written or visual project, such as a thesis, portfolio, or exhibition, for presentation within a public context.										C S10	
b. Write and prepare applications for graduate study, grants, and other post-graduate professional endeavors.										C S10	
c. Demonstrate skill using the Macintosh OS operating system and design-related computer applications through in-class exercises and project work.		C F09						C F10			