



2008-2009 Assessment Plan Report

PROGRAM ASSESSMENT REPORT AY 2008-2009

Report Date: June 1, 2009

School/College: University of San Francisco, College of Arts & Sciences

Department/Program: Department of Art + Architecture/ Art History/Arts Management Major

Person completing the Report: Eric Hongisto, Asst. Professor, Fine Arts, Department of Art + Architecture

1. **Overview Statement:** Briefly summarize the assessment activities that were undertaken this academic year, indicating:
 - a. which program learning outcomes were assessed this year.
 - b. who in your department/program was involved in the assessment of the above learning outcomes

This year our second two learning outcomes were assessed by the Fine Arts major:

- **2a.** Develop and practice skills, techniques and processes to make original project work in two-dimensional and/or three-dimensional formats.
- **2b.** Create finished works of art, grounded in personal expression, that demonstrate knowledge of historic and contemporary principles of composition, form, style, and technique.

As we share learning outcomes with our colleagues in the Design and Art History majors, we have assessed these same outcomes across different majors within the Department. The breakdown of this assessment are:

Fine Arts- 8 students

Art History/Arts Management- 4 students

Design – 5 students

The Fine Arts Assessment actions involved Adjunct Professor Elder and Assistant Professor Hongisto assessing the Spring 2009 Studio Systems courses by evaluating their students' final quiz, sketchbooks and a PowerPoint presentation of the semester's work.



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2. Please Answers 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]

- Eric Hongisto assessed the Spring 2009, VA 120, Studio Systems courses; the required beginning studio art course for all students majoring in Art History/Arts Management, Design, and Fine Arts.
- The results of students' final quiz, PowerPoint presentation that reflected the learning outcomes 2a and 2b described above. For the assessment (Hongisto) attended each student presentation and then completed a rubric based upon presentation performance as well as sketchbooks and a final quiz.
- A completed accompanying rubric per student based upon one printed photo taken from each sketchbook, and one photo from PowerPoint presentation (Horse Sculpture) and a copy of the quiz has been archived for each student.

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

- The majority of students perform at an "Average" to "Good" level on both our Learning Outcomes 2a and 2b. Several students received "Poor" outcomes because of missing final review materials and/or did not prepare their presentations properly. Additionally, some of these students failed to attend an earlier class that had an end of semester quiz.
- Students from the three majors in the course (Design, Fine Arts and Art History/Arts Management) performed at approximately equal achievement levels.
- Course expects students to learn too many various mediums without excellence from experience using sketchbooks, 2d and 3d exercises, and digital photography. The final PowerPoint presentation made students late and unprepared for the final review because of technological problems stemming from their inability to use both PC and Mac platforms successfully.



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- Students seemed inadequately prepared to meet measurements that are listed in the course catalog description: “This core studio class introduces the student to the broad range of materials, methodologies, and strategies that compose the art and design program. The student will explore a series of studio problems that begin simple and move to greater complexity. The language of art and design point, line, plane, space, color, light, value, texture, proportion, and scale will be the framework of our 2D and 3D investigations.”

b. 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.

- We are in the process of changing the course name to *Art Fundamentals*, to better provide students with a course description that better prepares students for this introductory course in studio art.
- We will initiate coordinated learning outcomes for this course. Listing separate 2d and 3d outcomes will prevent the course from over-emphasizing one of these areas; preventing professors (part-time and full-time) from teaching personal preferences.
- We will ask all professors teaching this course to use a required textbook, schedule and appropriate amount of guest critics, field trips that are suitable for a 100 level studio course in the Department.
- We will ask that guest critics are invited for final reviews to provide a professional experience for the freshmen in this course. A model for this critique is followed in the Architecture Program with notable success.

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

*** Please see the abbreviated attached rubric that we used to assess our Learning Outcomes 2a and 2b for VA 120.**



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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).