

Fine Arts Program
Major/Minor
College of Arts and Sciences Division: Arts

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Mission Statement:

The Fine Arts program at USF is dedicated to providing students with traditional and contemporary skills in a studio setting under the guidance and mentorship of professional artists. Our intimate class settings balance group interaction and one-on-one teaching with exposure to galleries, museums, and events in the San Francisco Bay Area. Students graduate prepared for a variety of professional directions, with course offerings that include in-depth study in painting, sculpture, printmaking, and installation art.

(Statement revised: 2014)

Program Learning Outcomes (PLOs)

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.

Outcome:

Identify sources and tools for art historical research and produce formal analytic written papers or projects.

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.

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.

Outcome:

Develop and practice skills, techniques and processes to make original project work in two-dimensional and/or three-dimensional formats.

Create finished works of art, grounded in personal expression, that demonstrate knowledge of historic and contemporary principles of composition, form, style, and

technique.

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.

Outcome:

Express understanding through written, oral, and visual reflection of the role that art has and can play in encouraging positive social change.

Propose and produce a meaningful service-learning project to a local non-profit cultural organization, gallery, or socially engaged group, with active participation and leadership in addressing both organizational and civic concerns.

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.

Outcome:

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. Write and prepare applications for graduate study, grants, and other professional endeavors.

(Outcomes revised, 2008)

Brief Summary of Most Recent Assessment Plan

FNAR assessed the course, ART-470, Senior Studio with Outcome 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.*

This was achieved through portfolio assessment during their Thesis Exhibition at SOMARTS Gallery in May 2016. Student artwork was photographed, catalogued, and assessed with our rubrics chart Fine Arts faculty member and Program Director Eric Hongisto.

Academic Program Review

Date of most recent Academic Program Review's External Reviewer Visit: 2009

Date of most recent Action Plan Meeting: 2009

Brief Summary of the most recent Action Plan: No plan was enacted by the Fine Arts faculty.

Methods

What did you do with regard to assessment of your program/department in 2015-2016?

Faculty continued to follow the checklist, completing the curricular map cycle from 2009, All 100-400 classes have now been accounted for with the 4 PLO's.

What were your questions?

**Are students prepared to 'conduct advanced research and project work'?
Will they be ready for successful applications in the artworld?**

How are these questions related to your most recent Academic Program Review and/or Action Plan?

N/A

What PLOs are these questions related to?

PLO: 4

What direct (most important) and/or indirect methods did you employ?

Some Possible Direct Methods (pick ≥ 1 and *briefly describe*):

Portfolio, Capstone Projects, Thesis are the Direct Methods used to assess the project work in Fine Arts, with special emphasis on the outcome:

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. Write and prepare applications for graduate study, grants, and other professional endeavors.

Some Possible Indirect Methods (*briefly describe*):

Fine Arts enacted a Student Survey, FALL 2016, to determine indirect learning processes. This survey will be used to gauge aptitude of students during their incoming year and again as exiting seniors.

What were the direct data results?

All students met the rubrics of the Benchmark Standard:

Student demonstrates an ability to prepare applications for grants, graduate study, or other post-professional endeavors, including written applications and visual databases or portfolios.

The thesis exhibition was one of the best our program has co-produced with the DSGN program. It was well attended by the public.

What were the indirect results?

We have not yet received back a majority of the surveys to make a determination.

What surprised you?

Students were not prepared for any social media delivery/showcasing of artwork. Normally, it would be expected to either share a portfolio in the form of a personal hosted website or a maintained blog, but we adopted a more relaxed assignment via Facebook, Instagram etc. and found that the majority of students did not use their sharing apparatuses for their artwork.

What aligned with your expectations?

Students are prepared to begin the next stage in their artistic development; ready to apply for graduate study, and continue having a studio practice with their artwork.

What do you understand these results to mean?

The Fine Arts Program is able to provide a meaningful education with just 12 major classes, finalizing with a one semester Thesis course.

What are the implications of the data?

Our checklist is working with the correct number, ordering and sequence of 100-400 offerings.

Closing the Loop

What might you do as a result of these assessment results? What curricular or programmatic changes might you implement?

Revision of course(s) content:

The Senior Studio course will re-evaluate the portfolio assignments, specifically to include more breadth of choices for students to engage in the larger artworld. It is not enough to simply take photographs, but also to use social media, sharing—to prepare for applications, grants, residencies.

Have you or will you submit any course or program change proposals as a result of these results?

No courses will need to be significantly altered to enact the revisions listed.