

FINE ART ASSESSMENT REPORT

ACADEMIC YEAR 2018 – 2019

https://docs.google.com/document/d/1hBQpgzLkmMiYQ8RK5_b9FIZc1xst74uSeZe2FHdHpP8/edit?usp=sharing

I. LOGISTICS

1. Please indicate the name and email of the program contact person to whom feedback should be sent (usually Chair, Program Director, or Faculty Assessment Coordinator).

Sergio De La Torre, sdelatorre@usfca.edu, Program Director, Fine Arts Program

(This report was written and prepared by Term Assistant Professor, Susan Wolsborn, swolsborn@usfca.edu.)

2. Please indicate if you are submitting report for (a) a Major, (b) a Minor, (c) a Major and Minor aggregated report (in which case, each should be explained in a separate paragraph as in this template), (d) a Graduate or (e) a Certificate Program

Major and Minor

3. Please note that a Curricular Map should accompany every assessment report. Have there been any revisions to the Curricular Map?

We are continuing to use the Curricular Map written and revised in 2017

II. MISSION STATEMENT & PROGRAM LEARNING OUTCOMES

1. Were any changes made to the program mission statement since the last assessment cycle in October 2018? Kindly state “Yes” or “No.” Please provide the current mission statement below. If you are submitting an aggregate report, please provide the current mission statements of both the major and the minor programs

Mission Statement (Major/Graduate/Certificate):

No changes were made to the program mission statement since the last assessment cycle in October 2018.

The Fine Arts major is dedicated to providing students with both traditional and modern skills as they address established and contemporary concepts in a studio setting under the guidance and mentorship of professional artists. Course offerings include in-depth study in diverse painting and drawing media, sculpture in wood, ceramics, fiber and mixed media, indoor and outdoor installation, a variety of printmaking techniques, mural, digital photography, and a senior portfolio class.

Mission Statement (Minor):

Same as above.

2. Were any changes made to the program learning outcomes (PLOs) since the last assessment cycle in October 2018? Kindly state “Yes” or “No.” Please provide the current PLOs below. If you are submitting an aggregate report, please provide the current PLOs for both the major and the minor programs.

Note: It is expected that PLOs will vary in level of mastery between different programs in the same discipline (e. g., a major and minor in the same subject area). Major revisions in the program learning outcomes need to go through the College Curriculum Committee (contact: Professor Joshua Gamson, gamson@usfca.edu). Minor editorial changes are not required to go through the College Curriculum Committee.

No changes were made to the PLOs since the last assessment cycle.

Students who complete the Fine Arts (FNAR) major will:

1. Analyze a broad range of works of visual art and architecture in their historical and cultural contexts. (Art History, assessed by ARTM/AHMS)
2. Create original, expressive works of art based on comprehension of visual communication. (Foundations)
3. Demonstrate technical skills and critical thinking ability. (Mid-Level Electives)
4. Acquire professional skills relevant to prepare for appropriate career pathways. (Upper-Division Electives and Professional Practice)
5. Articulate the critical role that artists use in developing positive social change through visual presentation of their work. (Senior Thesis and Service Learning)

Students who complete the Fine Arts (FNAR) minor will:

1. Analyze a broad range of works of visual art and architecture in their historical and cultural contexts. (Art History, assessed by ARTM)

2. Create original, expressive works of art based on comprehension of visual communication. (Foundations)

3. Demonstrate technical skills and critical thinking ability. (Mid-Level Electives)

3. State the particular program learning outcome(s) you assessed for the academic year 2018-2019. What rubric did you use?

PLO 5. Articulate the critical role that artists use in developing positive social change through visual presentation of their work. (Senior Thesis and Service Learning)

5a. Express understanding through written, oral, and visual reflection of the role that art has played and can play in encouraging positive social change.

5b. Write and prepare applications for graduate study, grants, and other post-graduate professional endeavors.

The Role of Rubrics

The rubric is the single most important thing you need for assessment, and putting time and thinking into designing a good rubric is going to make the entire process a lot easier, faster, and meaningful. Your rubric should break down your chosen PLO into the smallest measurable components, so that the assessment of each piece of work becomes linear and easy, and the calibration among different faculty assessing more objective. If you still have to debate a while whether that one line of the rubric has been

fulfilled or not, chances are your rubric item is still an aggregate and can be broken down further into smaller components. Once you have made a detailed rubric, then not only the “grading” work will be faster and straightforward, but at the end of it you will have data that is significantly more meaningful. For example, some parts of the PLO may be in tiptop shape while others may need to be massaged or tweaked, with more attention given to that particular item in class. Conversely, your data may show you that the PLO itself is not what you thought it should be—it may be that it duplicates something other PLOs include or that a crucial part of what you teach is getting lost in the cracks between your PLOs. So do make sure that the rubric is as detailed and thorough as you possibly can manage (a short rubric in fact makes the grading longer, as counterintuitive as that seems).

PLO(s) being assessed (Major/Graduate/Certificate):

5. Articulate the critical role that artists use in developing positive social change through visual presentation of their work. (Senior Thesis and Service Learning)

III. METHODOLOGY

Describe the methodology that you used to assess the PLO(s).

Methodology used (Major/Graduate/Certificate):

The Program use direct evaluation of photographic samples of artworks. These were assessed with our Outcome Rubrics Grid (attached). Student oral presentations, notebooks/sketchbooks and exhibition of final artwork in gallery setting supplemented the methodology used to asses the PLO.

IV. RESULTS & MAJOR FINDINGS

This section asks you to highlight the results of the exercise. Pertinent information here would include:

- a. how well students mastered the outcome at the level they were intended to,
- b. any trends noticed over the past few assessment cycles, and
- c. the levels at which students mastered the outcome based on the rubric used.

To address this question, among many other options, one option is to use a table showing the distribution, for example:

Level	Percentage of Students
Complete Mastery of the outcome	60%
Mastered the outcome in most parts	40%
Mastered some parts of the outcome	
Did not master the outcome at the level intended	

Results (Major/Minor):

Artist as Citizen: ART 477 (Service Learning)

The majority of students were able to synthesize ideas for an exhibition. This was based on independent research of a community undergoing gentrification using visual documentation, maps and infographics. The professor collected and analyzed investigation methods including photographic surveys, design of informative postal mailings to residents of the subject area, and educational outreach with resident high school students.

While most students mastered the outcome, the students that mastered a portion of the outcome relied upon the best students to complete the shared project documentation.

V. CLOSING THE LOOP: ACTION PLAN BASED ON ASSESSMENT RESULTS

1. Based on your analysis in Section 4, what are the next steps that you are planning in order to achieve the desired level of mastery in the assessed learning outcome? This section could also address more long-term planning that your department/program is considering and does not require any changes to be implemented in the next academic year itself.

Closing the Loop (Major/Graduate/Certificate):

Professors will introduce a rubric to guide the students individually to complete milestones of the research before they combine their work with classmates. The visual presentation of the work at exhibition should also be expanded to include public interaction and educational opportunities.

2. What were the most important suggestions/feedback from the FDCD on your last assessment report (for academic year 2017-2018, submitted in October 2018)? How did you incorporate or address the suggestion(s) in the more recent assessment discussed in this report?

Suggestions (Major/Graduate/Certificate):

We are unsure if there was any assessment done for Fine Arts in 2018

ADDENDUM: VISUAL DOCUMENTATION

How can you help?

We are a group of students from USF gathering information about the gray houses in the Mission. If you would like to help us out, there are two ways you can answer our questions:

Option One:

Go to <http://bit.ly/grayhousesurvey> to fill out our survey online.

Option Two:

Fill out the questionnaire provided on the back of this card, tear the perforated edge, and mail the postcard to the address on the back.



GRAY HOUSES

A USF class-sponsored project

We would like to know more about the gray houses popping up in the Mission. If you would like to help, please fill out our survey and return this card to the address provided.

Students @ USF

1179 Treat Ave.

San Francisco, CA 94110

1. How long have you been living in your current house, and why did you move there?

We have lived in our house for 27 years! We bought it with friends and never expected to stay ^{so} long.

2. Why is your house gray? How does the color make you feel?

I guess it's gray. We think of it as green! It feels calm.

3. Do you feel involved in your community? Why or why not?

Yes, especially the cultural community - arts, music, etc.

4. What is your profession?

We work in the museum field, in engineering & in music.

5. What do you like or dislike about living in the Mission?

Love our neighbors, the food, walkability, vibrancy. Totally over the amount

* All of your answers will remain fully anonymous and confidential. We will not share or distribute any personal info.
of trash on the street.





VI. BIG PICTURE

What have you learned about your program from successive rounds of assessment? Is a picture of the whole program starting to emerge? For example, what areas of strength have emerged? What opportunities of improvement have you identified?

· **Big Picture (Major/Graduate/Certificate):**

We have learned that there is a need for preparing classes in advance of assessment. Student work collection could be initiated before the semester begins. Communication from the assessment coordinator should include all faculty, including adjuncts. Our students are able to put ideas into physical practice, through visual and material means.

VII. Feedback to your Assessment Team

What suggestions do you have for your assessment team (the Faculty Directors of Curriculum Development and the Associate Dean for Academic Effectiveness)? What can we do to improve the process?

ADDITIONAL MATERIALS

(Any rubrics used for assessment, relevant tables, charts and figures should be included here)

Rubrics:

https://docs.google.com/document/d/1JhwSHRc73tzsTxD6enhD_3QhGevKHozq0nBplmG-iLs/edit?usp=sharing

Curricular Map:

<https://drive.google.com/file/d/0Bz-Wj64VMfpYMkZnQ3hyLTFqTFk/view?usp=sharing>