

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

Submitted by:

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## Department of Art + Architecture Mission

The Department of Art + Architecture at the University of San Francisco is situated within a vibrant liberal arts setting that provides an arts education without boundaries. Our mission is to teach historical, theoretical and practical foundations across disciplines with the common goal of critically reflecting upon the global condition while becoming local agents of change.

## Program Learning Outcomes:

### 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.
2. Create original, expressive works of art based on comprehension of visual communication.
3. Demonstrate technical skills and critical thinking ability.
4. Acquire professional skills relevant to prepare for appropriate career pathways.
5. Articulate the critical role that artists use in developing positive social change through visual presentation of their work.

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

1. Create original, expressive works of art based on comprehension of visual communication.
2. Demonstrate technical skills and critical thinking ability.
3. Analyze a broad range of works of visual art and architecture in their historical and cultural contexts.

## Curricular Map:

Submitted as separate document because of formatting (horizontal vs. vertical)

## **Assessment schedule, since 2016 APR year:**

2016: new outcomes written and implemented (current PLO's)

2017: PLO 4

2018: PLO 5

2019: PLO 3

2020: N/A (Online reflection report)

2021: PLO 2

2022: PLO 1 (TBD)

2023: New cycle

## **Brief Summary of Most Recent Assessment Plan:**

Fine Arts Program assessed the courses, ART-120, 130/103, RE: PLO Outcome 2:

***Create original, expressive works of art based on comprehension of visual communication.***

This outcome encompasses the bulk of courses in several areas of the curriculum: foundations, mid-level electives and upper-division electives. For the sake of brevity we chose to focus on foundations, offered in Fall semesters: ART-130 or 103 Drawing I/Drawing for Non-Majors, and ART-120, Art Fundamentals. Both courses are required introductory courses for students. These classes continue to utilize PLO 1 and examine PLO 2. These classes are pre-requisites for the Mid-Level Electives, which then introduce PLO 3 +.

For this assessment cycle we utilized 4 major visual art projects from each class. The courses had maximum enrollment of 14 students. 56 projects x 2 = ~112 original artworks were seen together, in a visual photographic portfolio. The Program Director, with the assistance of two adjunct professors utilized our Outcome Rubrics Sheet, to provide a score of 1-5 on the artworks.

### **Achievement of Outcomes, scoring:**

#### **1. Very Poor**

Student is unable to demonstrate fluency with conceptual development or compositional principles across a select range of project formats or media.

#### **2. Poor**

Student is partially able to demonstrate fluency with conceptual development or compositional principles across a select range of project formats or media.

### 3. Average

Student is able to demonstrate fluency with conceptual development and compositional principles across a select range of project formats or media.

### 4. Good

Student is able to demonstrate fluency with conceptual development, compositional principles, and formal experimentation across a select range of project formats or media.

### 5. Very Good

Student is able to demonstrate fluency with conceptual development, compositional principles, and formal experimentation while creating finished works of art grounded in personal expression.

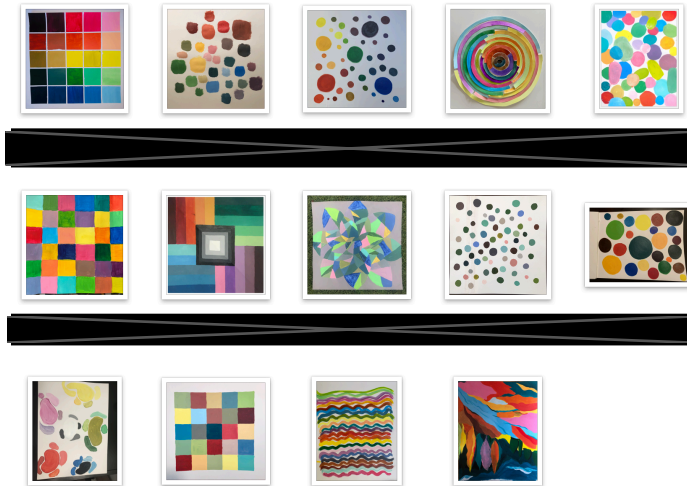
The average score of ~112 graded artworks provided an approximate score of 4.25/5.00.

Results were shared with the Fine Arts Faculty, who believe these scores from this Assessment report for 2021 was highly successful in answering the questions:

What do you want your students to learn?

Are they learning it?

How do you know they are learning it?



Example of the visual arts assessment portfolio method

## Next steps:

From this review, professors in Fine Arts took this data to consider the following changes:

Add the following ideas to future ART-120 and ART-130/103 syllabi:

**Increased photographic portfolio tutorials;** several projects were poorly illuminated due to lighting, location or technical situations.

**Increased time intervals for each major class project;** some works looked rushed, incomplete or not able to achieve formal experimentation beyond competent principles.

**Communication** between professors, FT and PT, who teach similar assignments and content in the 200-400 courses, so that PLO's are connected across and between all class content, fluidly.