

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

Submitted by:
Sergio De La Torre, Program Director, Fine Arts
sdelatorre@usfca.edu
(415)279-5204

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 (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, including a broad understanding of the cultural diversity of art movements from prehistoric times through contemporary culture, both locally and globally.
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, including an ability to think critically and propose creative solutions to aesthetic problems.
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, including the acquisition of professional skills that will serve them as post-graduate students, professional practitioners, educators, and community leaders.
4. Students will gain knowledge and skills in the use of basic tools, technologies, and processes sufficient to conduct advanced research or project work, including the mastery of bibliographic research and understanding of the digital tools and processes necessary to develop that research.

Brief Summary of Most Recent Assessment Plan

Fine Arts Program 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 Senior Thesis Exhibition at SOMARTS Gallery in May 2017. Besides the art work, this portfolio also included bio, and artist statement. Student artwork was photographed, catalogued, and assessed with our rubrics chart - Fine Arts faculty member and Program Director Sergio De La Torre.

Academic Program Review

Date of most recent Academic Program Review's External Reviewer Visit: 2016

Date of most recent Action Plan Meeting: 2017

Brief Summary of the most recent Action Plan: We had a couple planning meetings among faculty and the administration, and apparently nobody can do anything about space issues (which would require administration cooperation).

Methods

What did you do with regard to assessment of your program/department in 2016-2017?

Faculty continued to follow the checklist, completing the curricular map cycle from 2016, 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 art world?

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 and visual project, such as the Senior thesis - portfolio, bio, artist statement - for presentation within a public context. Students were also responsible for installing and de-installing their work. In this class students also were able to identify and prepare applications for graduate studies, grants, residencies and other art professional endeavors.

Some Possible Indirect Methods (briefly describe):

Audience response to the Senior Exhibition. The exhibition was very well attended and extremely well received by members from the Bay Area arts community. Students engaged in conversations with different audiences outside the classroom. They answered questions and received compliments from gallery goers.

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 or art portfolios.

What were the indirect results?

N/A

What surprised you?

Students were not prepared to discuss their work within a larger art historical approach. Students at this level are expected to see themselves as a part of a legacy of artists, writers and curators. Every Fine Arts Program course introduces several artists and writers from around the world. Students become familiar with modern and contemporary art practices from painting to photography, from ceramics to sculpture, from installation to community based art.

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?

The Senior Studio course will re-evaluate the portfolio assignments, specifically to include more breadth of choices for students to engage in the larger art world. It is not enough to simply document your work, but also to understand your practice as a part of an art legacy.

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. However, the Fine Arts Program needs to offer more upper division electives, but given the lack of space, the program cannot offer more classes.

<p>Program Learning Outcomes X Courses</p> <p>Courses or Program Requirement</p>	<p>PLO1</p> <p>Students will gain solid historical knowledge of the objects of art and principal artists of all major periods and their</p>
<p>Required Foundation Courses</p>	
<p>ART-101 Survey Western Art History I</p>	<p>M</p>
<p>ART-102 Survey Western Art History II</p>	<p>M</p>
<p>ART-104 Fabrication Lab</p>	
<p>ART-120 Art Fundamentals</p>	<p>D</p>
<p>ART-130 Drawing I</p>	<p>D</p>
<p>Required Capstone Courses</p>	
<p>ART-470 Senior Studio</p>	<p>M</p>
<p>ART-488 Artist as Citizen</p>	
<p>Mid Division Electives</p>	
<p>ART-375 Printmaking I</p>	<p>D</p>
<p>ART-220 Painting I</p>	<p>D</p>
<p>ART-230 Sculpture I</p>	<p>D</p>
<p>ART-270 Ceramics I</p>	<p>D</p>
<p>ART-280 Digital Photography I</p>	<p>D</p>
<p>ART-375 Printmaking I</p>	<p>D</p>
<p>Electives—Upper Division</p>	
<p>ART-195 Craft</p>	<p>I</p>
<p>ART-195 Comics in the Margins</p>	<p>I</p>
<p>ART-241 Art of the Book</p>	<p>D</p>
<p>ART-310 Drawing II</p>	<p>D</p>
<p>ART-320 Painting II</p>	<p>D</p>
<p>ART-325 Color Theory</p>	<p>D</p>
<p>ART-330 Sculpture II</p>	<p>D</p>
<p>ART-360 Mural Painting</p>	<p>D</p>
<p>ART-366 Woodworking I</p>	<p>D</p>
<p>ART-367 Illustration I</p>	<p>D</p>

ART-368 Scientific Illustration	D
ART-370 Installation/Public Art	D
ART-465 Fine Arts Internship	
ART-475 Printmaking II	D

Key:

I = Introductory

D = Developing

M = Mastery

PLO2

Students will gain an understanding of basic visual principles, concepts, media, and formats in the various

PLO3

Students will gain a deep appreciation and knowledge of how to use their skills to work with diverse communities

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PLO4

Students will gain knowledge and skills in the use of basic tools, technologies, and processes sufficient to

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Program/Departmental Outcome Rubrics

Art History/Arts Management, Design, and Fine Arts Majors: Art + Architecture Dept., USF

Outcome	Very Poor Achievement of Outcome	Poor Achievement of Outcome	Average Achievement of Outcome [Benchmark Standard]	Good Achievement of Outcome	Very Good Achievement of Outcome
1a. Identify sources and tools for art historical research and produce formal analytic written papers or projects.	Student produces writing that lacks verbal competency and that contains flaws in thesis development and/or research methodology.		Student is able to produce writing that is verbally competent and that demonstrates the student's ability to conduct independent research.	Student is able to produce writing that is verbally competent and that demonstrates the student's ability to conduct independent research and to establish a personal thesis.	Student is able to write an original paper that features engaging rhetoric, a strong thesis, and advanced knowledge of formal analysis.
1b. 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.	Students fail to express ideas or understanding of works of art and their contexts, either verbally and/or in group discussion. During class discussions, students do not speak unless asked by the professor.		Student is able to describe and compare different styles of art, artists, and movements in written form and while participating in classroom critiques and discussions.		Students can eloquently express connections between the formal, social, and cultural ideas in the arts of various places and historical contexts, in both written form and while participating in classroom critiques and discussions.
2a. Develop and practice skills, techniques and processes to make original project work in two-dimensional and/or three-dimensional formats.	Students use limited skills, techniques, and processes to create project work that is poorly crafted, both visually and structurally.		Student is able to demonstrate aptitude using a variety of two-dimensional and three-dimensional skills, techniques, and processes.	Student is able to demonstrate aptitude and dexterity using a variety of two-dimensional and three-dimensional skills, techniques, and processes.	Student is able to demonstrate masterful fluency and refinement using a wide range of two-dimensional and three-dimensional skills, techniques, and processes.

<p>2b. Create finished works of art, grounded in personal expression, that demonstrate knowledge of historic and contemporary principles of composition, form, style, and technique.</p>	<p>Student is unable to demonstrate fluency with conceptual development or compositional principles across a select range of project formats or media.</p>		<p>Student is able to demonstrate fluency with conceptual development and compositional principles across a select range of project formats or media.</p>	<p>Student is able to demonstrate fluency with conceptual development, compositional principles, and formal experimentation across a select range of project formats or media.</p>	<p>Student is able to demonstrate fluency with conceptual development, compositional principles, and formal experimentation while creating finished works of art grounded in personal expression.</p>
<p>3a. Express understanding through written, oral, and visual reflection of the role that art has played and can play in encouraging positive social change.</p>	<p>Student is unable to identify and describe the key concepts and working methods within the history and theory of social practice through their writing, class discussion, and project work.</p>		<p>Student is able to identify and describe the principle theories and movements within the field of social practice through their writing, class discussion, and project work.</p>	<p>Student is able to identify and describe the comprehensive theories and movements within the field of social practice through their writing, class discussion, and project work.</p>	<p>Student is able to identify and describe the comprehensive theories and movements within the field of social practice through their writing, class discussion, and project work, and is able to critically reflect and build upon this knowledge through their community involvement.</p>
<p>3b. 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.</p>	<p>Student fails at forming a personal affiliation with a non-profit organization.</p>		<p>Student forms a personal affiliation with a non-profit organization and defines a meaningful role for themselves while working with that organization.</p>	<p>Student forms a personal affiliation with a non-profit organization and defines a meaningful role for themselves while working with that organization. Student demonstrates an ability to reflect upon their experience in their visual, written, and oral coursework.</p>	<p>Student takes on a leadership role with a non-profit organization and engages that community with exemplary service in the arts. Student completes original visual or written project work that serves both the organization and the community.</p>

<p>4a. 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.</p>	<p>Student is unable to complete independent research for their project work by using library collections, bibliographies, and digital databases.</p>		<p>Student is able to complete independent research for their project work by using library collections, bibliographies, and digital databases.</p>		<p>Student is able to complete sustained and comprehensive research for project work by using library collections, bibliographies, and digital databases.</p>
<p>4b. Write and prepare applications for graduate study, grants, and other post-graduate professional endeavors.</p>	<p>Student finishes their coursework at USF without the knowledge to further their access to resources within their respective field.</p>		<p>Student demonstrates an ability to prepare applications for grants, graduate study, or other post-professional endeavors, including written applications and visual databases or portfolios.</p>		